



# History Progression of Knowledge, Skills and Vocabulary

Organisation of Knowledge	Using Language Associated with the Past	Remembering and Discussing their own Lives	Talking About Things they have done with People who are Special to them	Recognising Chronology within Stories
ELG	<b>ELG: Past and present</b> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<b>ELG: People, culture and communities</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <b>ELG: Being imaginative and expressive</b> - Invent, adapt and recount narratives and stories with peers and their teacher <b>ELG: Past and present</b> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<b>ELG: Listening</b> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding <b>ELG: Speaking</b> - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. <b>ELG: Past and present</b> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<b>ELG: Past and present</b> - Understand the past through settings, characters and events encountered in books read in class and storytelling
KS1 Readiness objective	<ul style="list-style-type: none"><li>Use words associated with the past including yesterday, last week, last year</li><li>Use past tense when speaking about things that happened in the past</li></ul>	<ul style="list-style-type: none"><li>Share their memories of significant events in their own lives.</li><li>Talk about things that have changed.</li><li>Begin to put these events in order</li></ul>	<ul style="list-style-type: none"><li>Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</li><li>Begin to put events in order</li></ul>	<ul style="list-style-type: none"><li>Talk about the order of events in a range of familiar stories.</li><li>Recognise language in stories that shows the story happened in the past.</li></ul>

History Progression: National Curriculum Programme of Study

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims of the National Curriculum

The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

History Progression: Subject Content in KS1 and KS2

Subject Content Key Stage 1:	Subject Content Key Stage 1:
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of every day historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is presented.	Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

History Progression: Substantive knowledge: Everyday life, Hierarchy and Power Disciplinary knowledge: Humankind							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa
Core Knowledge	<p>-All families are special and different. They are different sizes and have different family members and different life experiences.</p> <p>-All families are special and different. They celebrate events in different ways.</p> <p>-The past only includes things that have already taken place.</p> <p>-Kings and queens are rulers of a country.</p> <p>-In the past kings and queens made rules to decide how people should behave.</p>	<p>-In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets.</p> <p>-In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television.</p>	<p>-Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change.</p>	<p>-Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.</p> <p>-Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy.</p> <p>-Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>-During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.</p> <p>-The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</p> <p>-Iron Age hillforts were protected settlements containing roundhouses built on hilltops.</p> <p>-The Iron Age in Britain ended after the Roman invasion in AD 43.</p> <p>-In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people because people with access to metal ores became rich.</p> <p>-An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements.</p>	<p>-After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records.</p> <p>-Vikings raided other countries to increase their fierce reputation, wealth and ability to grow crops.</p>	<p>-During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth.</p> <p>-During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband.</p> <p>-During the Shang Dynasty, people worshipped their ancestors at home altars.</p> <p>-Misuse of power and poor leadership has caused civilisations to decline.</p> <p>-The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices.</p>	<p>-The triangular slave trade caused people to suffer because they were permanently separated from their families, punished and made to work hard labour.</p> <p>-Many enslaved people died in the coastal forts and on the slave ships.</p> <p>-Enslaved people had poor living conditions and food supplies when working long hours on the plantations.</p> <p>-Enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other.</p> <p>-After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property.</p> <p>-Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.</p> <p>-Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery.</p> <p>-Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status.</p> <p>-These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century.</p>
Summer-History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/Egypt	Ground- Breaking Greeks	Britain at war
Core Knowledge	<p>-Memories are things we remember from the past.</p>	<p>-In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.</p> <p>-In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.</p>	<p>-Hierarchy is a way of organising people in society according to how important they are.</p> <p>-The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants.</p>	<p>-Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy.</p> <p>-The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication.</p> <p>-Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses.</p> <p>-The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion.</p> <p>-The Roman Kingdom was a monarchy ruled by a king who had absolute power.</p> <p>-The Roman Republic was ruled by a senate of 600 men, who were elected every year.</p> <p>-The Roman Empire was ruled by an emperor who had absolute power and ruled for life.</p> <p>-The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups.</p> <p>-The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers.</p>	<p>-In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports.</p> <p>-Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.</p> <p>-Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.</p> <p>-The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves.</p> <p>-The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.</p> <p>-Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found</p>	<p>-The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces.</p> <p>-Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote.</p> <p>-Democracy is still evident in many countries around the world.</p> <p>-Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves.</p> <p>-In ancient Athenian hierarchy women took on the hierarchical status of the men in their families.</p>	<p>-During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life.</p> <p>-Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign.</p> <p>-Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism.</p> <p>-Anne Frank wrote a diary, which her father published after her death.</p> <p>-Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times on conflict.</p> <p>-Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.</p>

				<p>-Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.</p> <p>-The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain.</p> <p>-Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.</p>			
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa
Skills	<p>-Talk about past and present events in their own lives and those who are important to them.</p> <p>-Explore and talk about pictures, stories and information books on the theme of royalty.</p>	<p>-Describe an aspect of everyday life within or beyond living memory.</p>		<p>-Describe the everyday lives of people from past historical periods.</p> <p>-Describe the roles of tribal communities and explain how this influenced everyday life.</p>	<p>-Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>-Describe the hierarchy and different roles in ancient civilisations.</p>	<p>-Explain how everyday life in an ancient civilisation changed or continued during different periods</p> <p>-Describe the significance, impact and legacy of power in ancient civilisations.</p>	<p>-Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>-Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>-Describe and explain the significance of a leader or monarch.</p>
Summer History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/Egypt	Ground-breaking Greeks	Britain at war
Skills	<p>-Talk about past and present events in their own lives and those who are important to them.</p>		<p>-Describe the hierarchy of a past society.</p>	<p>-Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>-Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>-Describe the hierarchy and different roles in past civilisations.</p> <p>-Describe the significance and impact of power struggles on Britain.</p>	<p>-Explain how artefacts provide evidence of everyday life in the past.</p>	<p>-Explain how everyday life in an ancient civilisation changed or continued during different periods</p> <p>-Describe the significance, impact and legacy of power in ancient civilisations.</p>	<p>-Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>-Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p>
History Progression: Substantive knowledge: British History Disciplinary knowledge: Change, Continuity and Development							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa
Core Knowledge		<p>-Words and phrases used to describe the passing of time include now, yesterday, last week and last year.</p>	<p>-Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>-Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets.</p>		<p>-During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.</p> <p>-Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect.</p> <p>-When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy.</p> <p>-The Indus Valley civilisation ran from c2500 BC to c1700 BC.</p> <p>-The Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity.</p> <p>-As Christianity spread across Anglo-Saxon Britain, many monasteries were built where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. The monasteries became very wealthy.</p>	<p>- Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation.</p>	<p>-Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies.</p> <p>-Many country houses, museums and libraries that are still used today were built with the profits from slavery.</p> <p>-Many British people used goods produced by enslaved people, such as cotton, linen and tobacco.</p>
Summer-History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/Egypt	Ground- Breaking Greeks	Britain at War
Core Knowledge		<p>-Words and phrases used to describe the passing of time include now, yesterday, last week and last year.</p>	<p>-In the past, some monarchs had absolute power and could make their own rules and laws.</p> <p>-Today we have a constitutional monarch, Charles III, which means</p>	<p>-National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality.</p>	<p>-The Fertile Crescent in the Middle East is known as the birthplace of farming.</p>	<p>- Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts.</p> <p>-Neoclassicism swept Britain between the 1760s and the 1850s and covered</p>	<p>-Sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques.</p>

		<p>-The Victorian era is named after Queen Victoria.</p> <p>-During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.</p> <p>-By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.</p>	<p>that laws are made by parliament, and the King represents the nation.</p> <p>-Queen Victoria was the head of the powerful British Empire, which grew to around 400 million people during her reign. Many people's lives were affected when their countries were colonised.</p>		<p>-Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade.</p> <p>-Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems.</p>	<p>all aspects of the arts, including sculpture, painting and architecture.</p> <p>-Neoclassical buildings and art can be found in most towns and cities in the UK.</p> <p>-Contrasts can be made between the Greek civilisation's decline in the Dark Age and its development in the Archaic period.</p> <p>-The Mycenaeans were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women and military power.</p> <p>- It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion.</p> <p>-During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth.</p> <p>-The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games.</p>	<p>-Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination.</p>
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa
Skills		-Describe changes within or beyond living memory.	-Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). -Describe how an aspect of life has changed over time.		<p>-Sequence significant dates about events within a historical time period on historical timelines</p> <p>-Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p>	-Compare and contrast an aspect of history across two or more periods studied.	-Describe the growth of the British economy and the ways in which its growth impacted on British life.
Summer-History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	<p>-Describe a series of significant events, linked by a common theme, that show changes over time in Britan.</p>	Ground- Breaking Greeks	Britain at War
Skills		-Describe changes within or beyond living memory.	-Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). --Describe, in simple terms, the importance of local events, people and places. -Describe how an aspect of life has changed over time.	-Analyse a range of historical information to explain how a national or international event has impacted the locality.		<p>-Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p> <p>-Compare and contrast an aspect of history across two or more periods studied.</p> <p>- Frame historically valid questions about continuity and change and construct informed responses.</p>	<p>-Present an in-depth study of a local town or city, suggesting how to source the required information.</p> <p>-Describe the growth of the British economy and the ways in which its growth impacted on British life.</p>
History Progression: Substantive knowledge: Empire, British History Disciplinary knowledge: Historical Significance- Events/People							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa
Core Knowledge	-Our school has changed over time.	<p>-Stories, pictures and role play help people learn about key past events and empathise with historical figures.</p> <p>-The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London.</p>	<p>-Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society.</p> <p>-Mary Anning was a 19th century British fossil collector whose fossils proved that different creatures lived on Earth in the past.</p> <p>-Neil Armstrong was a 20th century American astronaut who was the first person to walk on the Moon.</p>	<p>-The Stone Age ended when the Bell Beaker folk arrived in Britain c2500 BC.</p> <p>-Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich.</p>	<p>-There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy.</p> <p>- Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain.</p> <p>-In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect.</p>	<p>- The legacy of ancient China includes Confucianism, systems of government, traditional crafts, inventions and writing.</p> <p>-Fu Hao was a queen in the Shang Dynasty and one of the most important military leaders of her time. She demonstrated that women could be key members of society in a civilisation that did not value them.</p> <p>-Confucius was a philosopher who lived during the Zhou Dynasty. His believed that treating others as you would like to be treated leads to a peaceful and happy life.</p>	<p>-The triangular slave trade consisted of three journeys: ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit.</p> <p>-The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages.</p> <p>-Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds.</p>



			<p>-Paul Cezanne was a 19th century French artist who helped to create a style of art called Cubism.</p> <p>-Vincent van Gogh was a 19th century Dutch artist who painted in a style that many painters imitate today.</p> <p>-Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.</p> <p>-Henry VIII was a 16th century English king who founded the Church of England and closed the Roman Catholic monasteries.</p> <p>-Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States.</p> <p>-Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas.</p> <p>-Joseph Lister was a 19th century British doctor who discovered that antiseptics kill the germs that cause infections.</p>		<p>-Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.</p> <p>-After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions. -After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later.</p> <p>-After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.</p>		<p>Many African countries still experience poverty today because of this.</p> <p>-The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards.</p> <p>-The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether.</p> <p>-In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled.</p> <p>-Robert Falcon Scott's final attempt to reach the South Pole failed due to his refusal to use dogs to pull sledges and taking inadequate food supplies.</p> <p>-Britain played a key role in the maafa, which is a term meaning the history and effects of the transatlantic slave trade.</p> <p>-Elizabeth I gave John Hawkins permission to become the first British slave trader.</p> <p>-British privateers seized lands in the West Indies from Spain, and built plantations that used enslaved workers.</p> <p>-Britain transported over three million enslaved people across the Atlantic, more than any other country.</p> <p>-The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.</p> <p>-The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion.</p>
Summer-History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/Egypt	Ground-Breaking Greeks	Britain at war
Core Knowledge		<p>-Stories, pictures and role play help people learn about key past events and empathise with historical figures.</p> <p>-Samuel Wilderspoon opened schools with playgrounds during the Victorian era.</p>	<p>-The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror.</p> <p>-Elizabeth I's Royal Navy stopped an invasion by the Spanish Armada in 1588.</p> <p>-Alfred the Great was an Anglo-Saxon king who defeated Viking invaders and became the first king of a unified England.</p> <p>-Alfred valued reading and knowledge and translated books from Latin for others to read.</p> <p>-Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England.</p> <p>-Henry VIII had a lavish lifestyle and married six times. He supported the arts and sport and spent lots of money funding wars.</p>	<p>-Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79.</p> <p>-Pompeii is an archaeological site of great importance.</p> <p>-In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain.</p> <p>-The Romans left Britain in AD 410 because of invasions in other parts of the Empire.</p> <p>-The western Roman Empire collapsed in AD 476.</p> <p>-When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots.</p> <p>-Famed Roman emperors include Augustus, Claudius, Trajan, Hadrian and Constantine.</p>	<p>-In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire.</p> <p>Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.</p> <p>-After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions.</p> <p>-After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later.</p> <p>-After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.</p> <p>-A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.</p>	<p>- After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away.</p> <p>-Hippocrates was a doctor in ancient Greece who realised that disease and symptoms had a logical cause.</p> <p>-Hippocrates taught others how to care for patients and his Hippocratic Oath is still followed by some doctors today.</p> <p>-Cleisthenes was the 'father of Athenian democracy'.</p> <p>-Pericles was a great Athenian statesman and general who supported Athens in becoming a major centre for education, art and culture.</p> <p>-Socrates was a great Athenian philosopher who spent much of his time teaching and questioning others to make sure that their ideas were logical.</p>	<p>-New weaponry technology developed at a rapid rate during the First World War.</p> <p>-The Second World War was the most technologically advanced conflict in history.</p> <p>-The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities.</p> <p>-On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation.</p> <p>-The Battle of the Bulge began at the end of 1944 when German troops pushed open a gap in the Allied lines but the Allied Powers pushed back, leading to Germany's surrender in 1945.</p> <p>-The Battle of Britain was a major air campaign fought over southern Britain in 1940.</p>

			<p>-William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch.</p> <p>-William I built many castles and introduced the feudal system.</p> <p>-Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England.</p> <p>-Elizabeth I strengthened the role of parliament and established religious peace and good relationships with other European countries.</p> <p>-Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era.</p> <p>-Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor.</p> <p>-British citizens copied Queen Victoria and her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continue today.</p> <p>-Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022.</p> <p>-Elizabeth II's activities included supporting charities, hosting royal banquets and presenting awards.</p>		<p>-King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.</p> <p>-King Khufu ordered the building of the Great Pyramid of Giza.</p> <p>-King Hatshepsut was a woman who made herself a king because kings had more power than queens.</p> <p>-Amenhotep IV banned the worship of all gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth.</p>	<p>-Plato was an Athenian philosopher who founded Athens's first university.</p> <p>-Alexander the Great was an intelligent and masterful ancient Greek leader who conquered many lands to create one of the largest empires in the ancient world.</p>	<p>-Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.</p>
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa
Skills	<p>-Explore and talk about important events in the school or locality's history.</p>	<p>-Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>-Describe a significant historical event in British history.</p>	<p>-Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p>-Explain the cause and effect of a significant historical event.</p>	<p>-Explain in detail the multiple causes and effects of significant events</p>	<p>- Explain why an aspect of world history is significant.</p> <p>- Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p>	<p>-Present a detailed historical narrative about a significant global event.</p> <p>-Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>-Articulate the significance of a historical person, event, discovery or invention in British history.</p>
Summer-History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/ Egypt	Ground- Breaking Greeks	Britain at war
Skills		<p>-Create stories, pictures, independent writing and role play about historical events, people and periods</p> <p>-Understand the term significant and explain why a significant individual is important.</p>	<p>-Explain why an event from the past is significant.</p> <p>-Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p>-Explain the cause and effect of a significant historical event.</p> <p>-Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p>	<p>-Explain in detail the multiple causes and effects of significant events</p>	<p>Explain why an aspect of world history is significant.</p> <p>- Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p>	<p>- Describe some of the significant achievements of mankind and explain why they are important.</p> <p>-Present a detailed historical narrative about a significant global event.</p> <p>-Articulate the significance of a historical person, event, discovery or invention in British history.</p>
History Progression: Substantive knowledge: Disciplinary knowledge: Chronological Understanding							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa

<b>Core Knowledge</b>	-A timeline shows the order in which events happen.	-Photographs can be ordered chronologically on a timeline.  -A family tree is a diagram that shows the relationship between generations of people in a family.  -A decade is 10 years.  -A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.	-Historical information can be presented as a result of a sorting activity.  -Diamond ranking is a way of organising information from the most to the least important.  -A timeline is a display of events, people or objects in chronological order.  -A timeline can show different periods of time, from a few years to millions of years.	-Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era).  -The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC. -The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic.  -The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. -The Bronze Age ended when society in Britain and Europe collapsed.  -The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. -The Iron Age ended after the Roman invasion in AD 43.  -The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.  -The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed.  -The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.	-During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.  -Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect.  -When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy.	- China is the longest lasting civilisation starting with the Xia Dynasty in c2070.  -The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China.	-Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance.  - The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897.
<b>Summer-History</b>	<b>Moving On</b>	<b>School Days</b>	<b>Magnificent Monarchs</b>	<b>Emperors and Empires</b>	<b>Ancient Sumer/Egypt</b>	<b>Ground Breaking Greeks</b>	<b>Britain at war</b>
<b>Core Knowledge</b>		-Photographs can be ordered chronologically on a timeline.  -A family tree is a diagram that shows the relationship between generations of people in a family.  -A decade is 10 years.  -A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.	-Historical information can be presented as a result of a sorting activity.  -Diamond ranking is a way of organising information from the most to the least important.  -Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign.  -A historical period is the duration of a monarch’s reign.	-Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change.  -The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia.  -Roman rule ended in Britain in AD 410.	-The Indus Valley civilisation ran from c2500 BC to c1700 BC. -Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent. -Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains. -Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods	- There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC.  -The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC.  -The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed around 1100 BC and lasted until around 800 BC, when the Archaic period began.  -When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals.  -Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect.	-Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance.  - Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917).  -The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day.  -The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland. The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist.  -People in Britain celebrated VE day on 8th May 1945.  -The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.
<b>Autumn-History</b>	<b>Long Ago</b>	<b>Childhood</b>	<b>Movers and Shakers</b>	<b>Through the Ages</b>	<b>Invasion</b>	<b>Dynamic Dynasties</b>	<b>Maafa</b>
<b>Skills</b>	-Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.  -Put familiar events in chronological order, using pictures and discussion.	-Order information on a timeline.	-Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.  -Sequence significant information in chronological order.	-Use historical terms to describe different periods of time.  -Sequence dates and information from several historical periods on a timeline.	-Sequence significant dates about events within a historical time period on historical timelines.	- Sequence and make connections between periods of world history on a timeline.	-Use abstract terms to express historical ideas and information.  - Articulate and present a clear, chronological world history narrative within and across historical periods studied.
<b>Summer-History</b>	<b>Moving On</b>	<b>School Days</b>	<b>Magnificent Monarchs</b>	<b>Emperors and Empires</b>	<b>Ancient Sumer/Egypt</b>	<b>Ground Breaking Greeks</b>	<b>Britain at war</b>
<b>Skills</b>	-Put familiar events in chronological order, using pictures and discussion.	-Order information on a timeline.	-Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	-Ask well composed historical questions about aspects of everyday life in ancient periods.  -Sequence dates and information from several historical periods on a timeline.	-Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.	- Sequence and make connections between periods of world history on a timeline.	-Use abstract terms to express historical ideas and information.

			-Use the historical terms year, decade and century.  -Sequence significant information in chronological order.				-Articulate and present a clear, chronological world history narrative within and across historical periods studied.
<b>History Progression:</b> <b>Substantive knowledge: Artefacts/ Sources</b> <b>Disciplinary knowledge: Evidence and Interpretation</b>							
<b>Year group</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn-History</b>	<b>Long Ago</b>	<b>Childhood</b>	<b>Movers and Shakers</b>	<b>Through the Ages</b>	<b>Invasion</b>	<b>Dynamic Dynasties</b>	<b>Maafa</b>
<b>Core Knowledge</b>	-People travelled to the moon in space rockets.  -Neil Armstong visited the moon.  . -A museum is a place that looks after and shows objects and pictures from the past.  -Objects from the past can look different to objects today.  -Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.	-Historical artefacts are objects that were made and used in the past. First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.  -Historical sources include artefacts, written accounts, photographs and paintings.	-A memorial is something made to remind people of a significant person or event. Artefacts provide evidence about the past.  -Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch.  -The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England.	-Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic. A hoard is a group of precious items that have been buried in the ground to be retrieved later.  The Snettisham hoard consists of expensive items produced by skilled workers in the Iron Age.  Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening. Historians use written sources, mythology, artefacts and human remains to build a picture of the Celtic beliefs. Radiocarbon dating, genetic analysis and facial reconstruction of a Stone Age skeleton called Cheddar Man has enabled historians to learn about his lifestyle and heritage.	-Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.  -A past event or society can impact a local settlement in several ways including the number of inhabitants and language.  -Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.  -Historical information can be presented as written texts, tables, diagrams, captions and lists.	- Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.  - Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.  -The 20th century dig at Yinxu uncovered the first evidence that the Shang Dynasty had existed.  -Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. Their inscriptions provide information about life in that civilisation.	-Historical sources can contain bias due to their historical context or the creator's background.  -A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.  -The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources.
<b>Summer-History</b>	<b>Moving On</b>	<b>School Days</b>	<b>Magnificent Monarchs</b>	<b>Emperors and Empires</b>	<b>Ancient Sumer/Ancient Egypt</b>	<b>Ground Breaking Greeks</b>	<b>Britain at war</b>
<b>Core Knowledge</b>		-Historical artefacts are objects that were made and used in the past. First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.  -Important events in a school's history include celebrations and anniversaries.	-Artefacts provide evidence about the past.  -Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch.  -A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.	-Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.  -The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort.  -Primary sources include documents or artefacts created by a witness to a historical event at the time it happened.  -Secondary sources are created by someone who has not participated in the event they describe.  -A secondary source interprets and analyses primary sources.	-In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports.  -Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.  Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.  -Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant.  -Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners.  -The 20 <sup>th</sup> century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.  -Historical information can be presented as written texts, tables, diagrams, captions and lists	- Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.  - Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.	-Historical sources can contain bias due to their historical context or the creator's background.  -A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.  -Different types of bias include political, cultural or racial.
<b>Autumn-History</b>	<b>Long Ago</b>	<b>Childhood</b>	<b>Movers and Shakers</b>	<b>Through the Ages</b>	<b>Invasion</b>	<b>Dynamic Dynasties</b>	<b>Maafa</b>
<b>Skills</b>	-Share stories and talk about events in the past.	-Use a range of historical artefacts to find out about the past.	-Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	-Make deductions and draw conclusions about the reliability of a historical source or artefact.	-Explain how artefacts provide evidence of everyday life in the past.	- Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	-Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.



	-Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	-Express an opinion about a historical source.			<p>-Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p>-Describe and explain the impact of a past society on a local settlement or community.</p> <p>-Use more complex historical terms to explain and present historical information.</p> <p>-Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions</p>	<p>- Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>- Bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p>-A balanced argument is a response to a question or statement where you consider multiple viewpoints.</p> <p>-Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions.</p> <p>-Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations.</p>	-Ask perceptive questions to evaluate an artefact or historical source.
Summer-History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/Ancient Egypt	Ground- Breaking Greeks	Britain at war
Skills		<p>-Use a range of historical artefacts to find out about the past.</p> <p>-Describe important events in the school's history.</p>	<p>-Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>-Use historical sources to begin to identify viewpoint.</p>	<p>-Make choices about the best ways to present historical accounts and information.</p> <p>-Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>-Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p>	<p>-Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>-Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>- Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>-Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>- Find evidence from different sources, identify bias and form balanced arguments.</p>	<p>-Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>-Identify different types of bias in historical sources and explain the impact of that bias.</p>
History Progression: Substantive knowledge: Civilisation Disciplinary knowledge: Cause and consequence							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Romans/Anglo Saxons /Vikings/Normans	Dynamic Dynasties	Maafa
Core Knowledge			<p>-Important achievements by British individuals include great discoveries and actions that have helped many people.</p>	<p>-The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed.</p> <p>-Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time.</p> <p>-Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased.</p> <p>-Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.</p> <p>-In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain.</p> <p>-The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes.</p> <p>Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time.</p> <p>Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.</p>	<p>-The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.</p> <p>-As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power.</p> <p>-Over time, the seven Anglo-Saxon kingdoms merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex.</p> <p>-In the ninth century, King Alfred the Great's Anglo-Saxon army defeated the Vikings in battle. A peace treaty divided England into two kingdoms: Wessex and Danelaw.</p> <p>-Anglo-Saxon words and place names still exist today.</p> <p>-The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today.</p> <p>-Anglo-Saxon peasant farmers, ceorls and slave families grew their own food and made their own clothes. They also produced surplus crops and goods to trade for things they couldn't make.</p> <p>-Anglo-Saxons had to keep law and order, pursuing and punishing criminals themselves.</p>		<p>-Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery.</p>

					<p>-The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves.</p> <p>-The Vikings were seafaring warriors from Scandinavia, who launched their first major attack on English soil at Lindisfarne monastery in the eighth century AD.</p>		
Summer-History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/Ancient Egypt	Ground- Breaking Greeks	Britain at War
Core Knowledge				<p>-The city of Rome was founded in Italy between 750-500 BC.</p> <p>-The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea.</p> <p>-People from all different parts of the Roman Empire lived in Britannia, including wealthy people of African descent.</p> <p>-Roman inventions include roads, bridges, aqueducts, hypocaust and sewers.</p> <p>-The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly.</p> <p>-During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century.</p>			<p>-When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front.</p> <p>-Germany had to fight on two fronts because Russia put up more resistance than expected on the Eastern Front.</p> <p>-Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers.</p> <p>-The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.</p> <p>-Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement.</p> <p>-Consequences of the Second World War include countries developing nuclear weapons, the creation of the United Nations and British colonies gaining independence.</p> <p>-Key causes of the First World War include alliances, imperialism, militarism and nationalism.</p>
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Romans/ Anglo Saxons/ Vikings/ Normans	Dynamic Dynasties	Maafa
Skills			-Describe and explain the importance of a significant individual’s achievements on British history.	<p>-Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>-Describe ways in which human invention and ingenuity have changed how people live.</p> <p>-Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>-Describe how a significant event or person in British history changed or influenced how people live today.</p>			-Describe the causes and consequences of a significant event in history.
Summer - History	Moving On	Schools Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/ Ancient Egypt	Ground- Breaking Greeks	Britain at war
Skills				<p>-Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>-Describe ways in which human invention and ingenuity have changed how people live.</p> <p>-Describe how a significant event or person in British history changed or influenced how people live today.</p>	<p>-Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>-Describe the significance and impact of power struggles on Britain.</p>		-Describe the causes and consequences of a significant event in history.
<p align="center"><b>History Progression:</b></p> <p align="center"><b>Substantive knowledge: Civilisation</b></p> <p align="center"><b>Disciplinary knowledge: Similarity and Difference</b></p>							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa

Core Knowledge	<p>-Objects from the past can look different to objects today. -Toys from the past can look different from toys today.</p> <p>-They way people lived in the past is different from how we live today.</p> <p>-The way people lived in the past is not the same as the way that we live today.</p> <p>-The way that people lived in the past is not the same as the way that we live now.</p>	-Identifying similarities and differences helps us to make comparisons between life now and in the past.	-A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	-Throughout history, common areas of human concern include the need for food, shelter, warmth, the accumulation of power and wealth and the development of technology.	-Different civilisations can have similar or contrasting characteristics.	<p>-People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.</p> <p>-The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.</p> <p>-During the Han Dynasty, a civil service was formed, which was a hierarchy of government officials who worked together to rule the country fairly.</p> <p>-Silk and jade objects have been produced in China for thousands of years. Silk was a luxurious status symbol in ancient China and jade was believed to have special powers. The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations. Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language. Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century</p>	-A variety of kingdoms developed in Africa over the last 6000 years.  -Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess.
Summer-History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/Egypt	Ground- Breaking Greeks	Britain and War
Core Knowledge		-Identifying similarities and differences helps us to make comparisons between life now and in the past.			-There are many aspects of life today that are linked to ancient civilisations.	<p>-Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today.</p> <p>-Theorems put forward by ancient Greek mathematicians, especially about geometry, are still studied and used today.</p> <p>-The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today.</p> <p>-Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today.</p> <p>The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>-Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens.</p>	
Autumn-History	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa
Skills	-Describe some similarities and differences between things in the past and the present.	-Identify similarities and differences between ways of life within or beyond living memory.	-Describe what it was like to live in a different period.	-Explain the similarities and differences between two periods of history.	-Compare and contrast two civilisations	<p>-Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>-Study a feature of a past civilisation or society.</p>	-Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).

	-Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.						
Summer-History	Moving On	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Sumer/Egypt	Ground-Breaking Greeks	Britain at war
Skills		-Identify similarities and differences between ways of life within or beyond living memory.			-Compare and contrast two civilisations	-Describe the achievements and influence of the ancient Greeks on the wider world.	

Vocabulary progression for Topics:							
Vocab	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Long Ago	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa
	<p><b>Adult:</b> A person between 18 and 64 years old.</p> <p><b>Artefact:</b> An object made in the past.</p> <p><b>Baby:</b> A very young person between 0 and 1 year old.</p> <p><b>Child:</b> A young person between 4 and 12 years old.</p> <p><b>Childhood:</b> The time in a person’s life when they are a child.</p> <p><b>Coronation:</b> A ceremony where the crown is placed on the head of the new king or queen.</p> <p><b>Decade:</b> A period of 10 years.</p> <p><b>Elderly:</b> An older person over 65 yrs old.</p> <p><b>family tree:</b> A drawing that shows all the members of a family and how they are related to each other.</p> <p><b>Housewife:</b> An old-fashioned name for a married woman who stays at home and looks after the house and children.</p> <p><b>Museum:</b> A place that people can visit that contains important objects linked to history, science or art.</p> <p><b>Past:</b> Something that has already happened.</p> <p><b>Present:</b> Something that is happening now.</p> <p><b>Teenager:</b> A person between 13 and 19 years old.</p> <p><b>Today:</b> On this day.</p> <p><b>Toddler:</b> A young child between 1 and 3 years old who can walk.</p> <p><b>Victorian:</b> Victorian times were the years between 1837 and 1901 when Queen Victoria was Queen of the United Kingdom.</p>	<p><b>Adult:</b> A person who feels strongly about helping people, other living things or the planet.</p> <p><b>Artist:</b> A person who creates works of art, including pieces of music, plays, poems, paintings, dances or sculptures.</p> <p><b>Campaign:</b> A planned set of activities to reach a goal.</p> <p><b>Dawson’s model:</b> A set of five statements that help decide if a person is historically significant.</p> <p><b>diamond ranking:</b> A way of organising information from most to least important.</p> <p><b>Discovery:</b> The act of finding something that had not been known before.</p> <p><b>Explorer:</b> A person who travels to places to find out what is there.</p> <p><b>Fact:</b> Something that is known or true.</p> <p><b>Invention:</b> The process of creating something that has never been made before.</p> <p><b>Monarch:</b> A king or queen who rules a kingdom.</p> <p><b>Monument:</b> A structure built to honour a special person or event.</p> <p><b>opinion:</b> A thought or belief about something.</p> <p><b>Plaque:</b> A flat piece of metal or stone with writing on it.</p> <p><b>Protest:</b> To disagree with something and complain strongly.</p> <p><b>Rights:</b> The things that a person is entitled to have.</p> <p><b>Role model:</b> Someone you admire whose behaviour you aim to copy.</p> <p><b>Scientist:</b> A person who discovers or invents new things.</p> <p><b>Significant:</b> A person who is great, important or worthy of attention.</p> <p><b>Speech:</b> A formal talk usually given to a large number of people.</p> <p><b>Statue:</b> A stone or metal object made to look like a person.</p> <p><b>Suffragette:</b> A woman who campaigned for women’s right to vote.</p> <p><b>Timeline:</b> A way of displaying events in chronological order.</p> <p><b>Viewpoint:</b> A person’s own opinion or way of thinking about something.</p> <p><b>Vote:</b> To express your opinion by marking a ballot paper or raising your hand.</p>	<p><b>Activist:</b> A person who feels strongly about helping people, other living things or the planet.</p> <p><b>Artist:</b> A person who creates works of art, including pieces of music, plays, poems, paintings, dances or sculptures.</p> <p><b>Campaign:</b> A planned set of activities to reach a goal.</p> <p><b>Dawson’s model:</b> A set of five statements that help decide if a person is historically significant.</p> <p><b>diamond ranking:</b> A way of organising information from most to least important.</p> <p><b>Discovery:</b> The act of finding something that had not been known before.</p> <p><b>Explorer:</b> A person who travels to places to find out what is there.</p> <p><b>Fact:</b> Something that is known or true.</p> <p><b>Invention:</b> The process of creating something that has never been made before.</p> <p><b>Monarch:</b> A king or queen who rules a kingdom.</p> <p><b>Monument:</b> A structure built to honour a special person or event.</p> <p><b>opinion:</b> A thought or belief about something.</p> <p><b>Plaque:</b> A flat piece of metal or stone with writing on it.</p> <p><b>Protest:</b> To disagree with something and complain strongly.</p> <p><b>Rights:</b> The things that a person is entitled to have.</p> <p><b>Role model:</b> Someone you admire whose behaviour you aim to copy.</p> <p><b>Scientist:</b> A person who discovers or invents new things.</p> <p><b>Significant:</b> A person who is great, important or worthy of attention.</p> <p><b>Speech:</b> A formal talk usually given to a large number of people.</p> <p><b>Statue:</b> A stone or metal object made to look like a person.</p> <p><b>Suffragette:</b> A woman who campaigned for women’s right to vote.</p> <p><b>Timeline:</b> A way of displaying events in chronological order.</p> <p><b>Viewpoint:</b> A person’s own opinion or way of thinking about something.</p> <p><b>Vote:</b> To express your opinion by marking a ballot paper or raising your hand.</p>	<p><b>AD:</b> The time after Christ was born. It stands for anno Domini, which is Latin for ‘in the year of our Lord’.</p> <p><b>Archaeologist:</b> Someone who studies artefacts from the past.</p> <p><b>Ard:</b> An iron-tipped plough used in the Iron Age.</p> <p><b>Artefact:</b>Human-made object that is of historical interest.</p> <p><b>BC:</b> Stands for ‘before Christ’ and is used after a date to show the number of years before Christ’s birth.</p> <p><b>BCE:</b> Stands for ‘before common era’ and is sometimes used instead of BC.</p> <p><b>Briton:</b> A Celt who lived in southern Britain before the Roman invasion.</p> <p><b>Bronze:</b> A metal alloy made by mixing copper, tin.</p> <p><b>Bronze Age:</b> The time when tools and weapons were made from the metal bronze. In Britain, it lasted from c2500 BC until c800 BC.</p> <p><b>CE:</b> Stands for ‘common era’ and is sometimes used instead of AD.</p> <p><b>Celt:</b> One of a group of people who travelled from Europe and brought their ironworking skills to Britain.</p> <p><b>Century:</b> A period of 100 years.</p> <p><b>Circa:</b> Abbreviated to ‘c’ and used before a date to show that the date is approximate.</p> <p><b>Copper:</b> malleable, reddish-gold metal found in ground.</p> <p><b>Druid:</b> A priest of the Celtic religion in the Iron Age.</p> <p><b>Earthwork:</b> A raised area of earth used for defence.</p> <p><b>Era:</b> period of history that begins with a significant event.</p> <p><b>Flint:</b> A shiny, grey or black stone.</p> <p><b>Hammerstone:</b> A large rock used in the Palaeolithic period as a hammer to create other tools.</p> <p><b>Hand axe:</b> A Palaeolithic tool consisting of a stone sharpened at both ends.</p> <p><b>Henge:</b> An earthwork made up of a flat, circular area of land surrounded by a ditch and a bank.</p> <p><b>Hillfort:</b> A settlement built on a hill that is protected by ditches and fences.</p> <p><b>Hunter-gatherer:</b> A person who lives by hunting animals and collecting plants to eat.</p> <p><b>Invention:</b>new creation that has never been made before.</p> <p><b>Iron:</b> A strong, hard, silvery-grey metal found in rocks as iron ore.</p> <p><b>Iron Age:</b> The time when tools and weapons were made from the metal iron. In Britain, it lasted from c800 BC until AD 43.</p> <p><b>long barrow:</b>earthwork containing burial chambers.</p> <p><b>Loom:</b> A tool used to weave yarn into cloth.</p> <p><b>Megalith:</b>large stone, sometimes part of a circle, in Stone Age.</p> <p><b>Mesolithic:</b> The middle period of the Stone Age from c10,000 BC until c4000 BC.</p> <p><b>Metalworker:</b> A person who makes objects out of metal.</p> <p><b>Microlith:</b> A small piece of sharp flint often used as a spear point or arrowhead.</p> <p><b>Migration:</b> The movement of people or animals from one place to another.</p> <p><b>Millennium:</b> A period of 1000 years.</p> <p><b>Neolithic:</b> The latest period of the Stone Age from c4000 BC until c2500 BC.</p> <p><b>Nomad:</b> A person who lives by travelling from one place to another rather than staying in the same place.</p> <p><b>Ore:</b> A rock from which metal can be obtained.</p> <p><b>Palaeolithic:</b> The earliest period of the Stone Age from c750,000 BC until c10,000 BC.</p>	<p><b>Angle:</b> A person from northern Germany who invaded and settled in parts of eastern and northern England.</p> <p><b>Anglo-Saxon:</b> The period in Britain from the end of Roman rule to the Norman Conquest in 1066. Anglo-Saxons were the descendants of the Angles, Saxons and Jutes.</p> <p><b>Battle of Hastings:</b> The battle between King Harold II of England and William, Duke of Normandy, in October 1066.</p> <p><b>Celt:</b> A person of European origin who settled in Britain from c800 BC.</p> <p><b>Christianity:</b> A religion based on the teachings of Jesus Christ.</p> <p><b>Conquer:</b> Overcome and take control of a place or people.</p> <p><b>Danegeld:</b> A tax collected from the Anglo-Saxon people paid to the Viking invaders in exchange for peace.</p> <p><b>Danelaw:</b> The area of Anglo-Saxon England where the Vikings ruled.</p> <p><b>East Anglia:</b> A kingdom in eastern Anglo-Saxon England.</p> <p><b>Essex:</b> A kingdom in eastern Anglo-Saxon England.</p> <p><b>Heptarchy:</b> The seven kingdoms into which England was divided in cAD 600 made up of East Anglia, Essex, Kent, Mercia, Northumbria, Sussex and Wessex.</p> <p><b>Hierarchy:</b> A system in a society where people are organised into different levels of importance from highest to lowest.</p> <p><b>Invasion:</b> When a foreign army enters a country by force.</p> <p><b>Jorvik:</b> The Viking name for the city of York.</p> <p><b>Jute:</b> A person of Germanic origin who settled in Kent and the Isle of Wight.</p> <p><b>Kent:</b> A kingdom in south-east Anglo-Saxon England.</p> <p><b>Kingdom:</b> An area ruled by a king.</p> <p><b>Mercia:</b> A kingdom in central Anglo-Saxon England.</p> <p><b>Monastery:</b> A building where monks live, work, study and pray, separate from the outside world.</p> <p><b>Monk:</b> A member of a male religious community who lives in a monastery.</p> <p><b>Mythology:</b> A collection of religious or cultural stories.</p> <p><b>Norman:</b> The period in Britain from the Norman Conquest in 1066 until 1154.</p> <p><b>Northumbria:</b> A kingdom in northern Anglo-Saxon UK.</p>	<p><b>Afterlife:</b> life that is believed to begin after death.</p> <p><b>Ancestor:</b> A family member who lived a long time</p> <p><b>Bi:</b> Circular discs of jade with a hole in the middle frequently buried with the dead.</p> <p><b>Bronze:</b> A metal alloy of copper and tin.</p> <p><b>Chariot:</b> two-wheeled cart pulled by pair of horses.</p> <p><b>China:</b> A large country in East Asia.</p> <p><b>Civilisation:</b> Most advanced form of society.</p> <p><b>Confucianism:</b> A philosophy based on the ideas of the philosopher, Confucius.</p> <p><b>Composite:</b> A new material that is made up of more than one existing material.</p> <p><b>Dagger-axe:</b> A sharp dagger with a bronze blade fixed to a wooden pole.</p> <p><b>Deity:</b> A god or goddess.</p> <p><b>Ding:</b> An ancient Chinese cauldron used for cooking, storage or ritual offerings to the gods or ancestors.</p> <p><b>Divination:</b> The act of finding out and saying what will happen in the future.</p> <p><b>Dynasty:</b> A succession of people from the same family who rule the country, and the period when the country is ruled by them.</p> <p><b>Emperor:</b> The male ruler of an empire.</p> <p><b>Hierarchy:</b> A system in society where people are organised into different levels of importance from highest to lowest.</p> <p><b>Imperial:</b> Relating to an empire.</p> <p><b>Inscription:</b> Words cut into pottery, stone, bone or metal.</p> <p><b>Jade:</b> A hard, green-coloured stone found in riverbeds and excavated from mountains.</p> <p><b>Oracle bones:</b> Pieces of turtle shell or ox bone used to communicate with ancestors and gods.</p> <p><b>Plastron:</b> The flat underside of a turtle’s shell.</p> <p><b>Power:</b> The ability to make people do as you want.</p> <p><b>Ritual:</b>Ceremony that involves a series of actions performed in a fixed order.</p> <p><b>Sacrifice:</b> The act of killing an animal or person and offering them to the gods.</p> <p><b>Shaman:</b> A priest who is believed to communicate with spirits.</p> <p><b>Shang Dynasty:</b> The earliest ruling dynasty in the recorded history of China (c1600–c1046BC).</p> <p><b>Silk:</b> A soft, delicate fabric made from thread produced by silkworms.</p> <p><b>Smelt:</b> To melt metals at a high temperature.</p>	<p><b>Abolish:</b> To end or ban something.</p> <p><b>Abolition of the Slave Trade Act:</b> British legislation passed in 1807 which made the slave trade illegal, although slavery itself remained legal.</p> <p><b>Abolitionist:</b> A person who wants to endslavery.</p> <p><b>Apprenticeship:</b> A period of time working as an apprentice often for low or no pay, in order to learn that person’s skills.</p> <p><b>Auction:</b> A sale where goods or property are sold to the highest bidder.</p> <p><b>Chattel:</b> A word for enslaved people, which meant that they were other people’s property and could be treated in the same way as animals.</p> <p><b>Civilisation:</b> The developed culture and way of life of a society.</p> <p><b>Coffle:</b> A line of enslaved people chained together and marched from one place to another.</p> <p><b>Colonisation:</b> The act of sending people to live in, govern, and control another country and its indigenous people.</p> <p><b>Dehumanise:</b> To subject someone to degrading conditions or treatment.</p> <p><b>Diaspora:</b> The spreading of a group of people from their original homeland to other parts of the world.</p> <p><b>Discrimination:</b> Treating somebody unfairly based on their race, gender or gender identity, sexual orientation, disability, age or any other way in which they are different.</p> <p><b>Emancipation:</b> To be set free from legal, social or political restrictions, such as slavery.</p> <p><b>Enslavement:</b> To have one’s freedom taken away and be forced to work for no money.</p> <p><b>Enslaver:</b> A person who keeps someone in slavery.</p> <p><b>Exploitation:</b> The unfair treatment of someone in order to benefit from their work.</p> <p><b>Export:</b> send goods to another country for sale.</p> <p><b>Import:</b> To bring goods in from another country for sale.</p> <p><b>Indenture:</b> To officially agree that someone will work for someone else for a certain length of time, especially to learn a job.</p> <p><b>Indigenous:</b> To naturally exist in a country or area rather than arriving from somewhere else.</p> <p><b>Maafa:</b> A Swahili word meaning ‘great catastrophe’ that is used to describe the ‘African Holocaust’ and the history and effects of the transatlantic slave trade.</p> <p><b>Maroon:</b> An escaped enslaved person who fled into the mountains to live in a small community.</p> <p><b>Marronage:</b> The process of leaving slavery.</p> <p><b>Natural resource:</b> Something that comes from the Earth, such as stone, metal and salt.</p> <p><b>Oba:</b> A king in the Kingdom of Benin.</p> <p><b>Oppression:</b> Governing people unfairly and cruelly and stopping them from having freedom and opportunities.</p> <p><b>Plantation:</b> A large farm on which a particular type of crop is grown, such as sugar, tobacco, rum, rice or cotton.</p> <p><b>Race Relations Act:</b> British legislation passed in 1965 that banned racial discrimination in public places.</p> <p><b>Racism:</b> The unfair treatment of people because they belong to a particular race.</p>



				<p><b>Plough:</b> A farming tool with blades that digs the soil for seeds to be planted.</p> <p><b>Prehistoric:</b> Relates to any object, animal, person or place that existed before written records began..</p> <p><b>Quern:</b> A stone used to grind grain to make flour.</p> <p><b>Radiocarbon dating:</b> A scientific method used to find the age of an object.</p> <p><b>Roundhouse:</b> A circular building with a thatched roof and walls made from wattle and daub.</p> <p><b>Settlement:</b> A place where people live.</p> <p><b>Sickle:</b> A tool with a semi-circular blade and short handle used for cutting grass and crops.</p> <p><b>Standing stone:</b> A square or rectangular stone found standing on its edge, often as part of a stone circle.</p> <p><b>Stone Age:</b> The time when tools were made of stone. In Britain, it lasted from c750,000 BC until c2500 BC.</p> <p><b>stone circle:</b> A circular arrangement of standing stones.</p> <p><b>Tin:</b> A silver-coloured metal that can be mixed with copper to make bronze.</p> <p><b>Tranchet adze:</b> A Mesolithic tool made of a stone with a sharp cutting edge thought to have been mounted in a wooden handle.</p> <p><b>wattle and daub:</b> A mixture of sticks and mud used in Bronze Age Britain to make walls for roundhouses.</p>	<p><b>Pagan:</b> A person who believes in many gods or does not follow one of the world's major religions.</p> <p><b>Pict:</b> A person living in northern Scotland during the Roman occupation of Britain.</p> <p><b>Raid:</b> A sudden attack, which aims to cause damage.</p> <p><b>Reeve:</b> A local official in Anglo-Saxon England.</p> <p><b>Saxon:</b> A person living in central or northern Germany during the Roman occupation of Britain. Many Saxons conquered and settled in southern England after the Roman withdrawal.</p> <p><b>Scandinavia:</b> An area of Europe that includes Sweden, Norway and Denmark.</p> <p><b>Scot:</b> A person originally from Ireland who moved to Scotland after the Roman withdrawal from England.</p> <p><b>Sussex:</b> A kingdom in southern Anglo-Saxon England.</p> <p><b>Viking:</b> A person from Scandinavia who raided and traded with parts of north-western Europe.</p> <p><b>Wessex:</b> A kingdom in central southern Anglo-Saxon England.</p>	<p><b>Taotie:</b> A creature in Chinese mythology whose image appears on artefacts such as masks and ritual vessels.</p> <p><b>Tyrant:</b> A ruler who has unlimited power over other people and uses it unfairly or cruelly.</p> <p><b>Virtue:</b> The quality of being morally good.</p> <p><b>Xia Dynasty:</b> Believed to be the first Chinese dynasty and the first organised government (c2070–c1600 BC).</p> <p><b>Yellow Emperor:</b> The first emperor in Chinese history, Huangdi, who united many tribes near the Yellow River.</p> <p><b>Zhou Dynasty:</b> Ruled China after the Shang Dynasty in a time of peace and unity (c1046–c256 BC).</p>	<p><b>Rebellion:</b> An act of resistance, usually violent, against the government or ruler of a place to fight for freedom from oppression or unfair treatment.</p> <p><b>Resistance:</b> To go against something or to be part of a group that goes against something.</p> <p><b>Revolt:</b> A refusal to accept someone's authority.</p> <p><b>Shackles:</b> Chains used to fasten together prisoners' arms or legs.</p> <p><b>Slavery:</b> The state of being an enslaved person or the practice or system of enslaving people.</p> <p><b>Slavery Abolition Act:</b> British legislation passed in 1833 which made slavery illegal.</p> <p><b>Trader:</b> Someone who buys and sells goods.</p> <p><b>Transatlantic slave trade:</b> The transportation of between 10 and 12 million enslaved African people from Africa across the Atlantic Ocean to the Caribbean and the Americas.</p> <p><b>Triangular slave trade:</b> The three journeys that made a triangular shape, in which guns, ammunition, metals and linen were shipped from Europe to Africa; enslaved people from Africa were shipped to the Caribbean and the Americas, and sugar and coffee were shipped from the Americas to western Europe.</p> <p><b>Uprising:</b> An act of resistance or rebellion.</p> <p><b>Windrush generation:</b> People who arrived in Britain from Caribbean countries between 1948 and 1971.</p>
	<b>Moving On</b>	<b>School Days</b>	<b>Magnificent Monarchs</b>	<b>Emperors and Empires</b>	<b>Ancient Sumer/Egypt</b>	<b>Ground- Breaking Greeks</b>	<b>Britain at War</b>
	<p><b>Arithmetic:</b> The part of maths that deals with adding, subtracting, multiplying and dividing numbers.</p> <p><b>Blackboard:</b> A large board with a black surface used by teachers for writing on with chalk.</p> <p><b>Cane:</b> A long piece of wood or bamboo that was used to punish children in the Victorian era.</p> <p><b>Centenary:</b> The hundredth anniversary of a significant event.</p> <p><b>Chronological:</b> The order in which events happened.</p> <p><b>Classroom:</b> A room where a class of children is taught.</p> <p><b>dunce's cap:</b> A cone-shaped hat with a letter D on the front, which was worn by children in the Victorian era as a <b>punishment</b>.</p> <p><b>Education:</b> The process of teaching or learning.</p> <p><b>Era:</b> A period of history that begins with a significant event.</p> <p><b>Future:</b> A period of time that is to come.</p> <p><b>Invention:</b> Something new that has never been made before.</p> <p><b>Lesson:</b> A period of time in which a person is taught about a subject, such as maths or handwriting.</p> <p><b>Monarch:</b> A king or queen who rules a kingdom.</p> <p><b>Past:</b> Something that has already happened.</p> <p><b>Present:</b> Something that is happening now.</p>	<p><b>Absolute power:</b> Complete authority to make decisions.</p> <p><b>AD:</b> The years after Jesus Christ was born.</p> <p><b>Castle:</b> A large, strong building with high walls and towers built in the past by a ruler to protect the people inside from attack.</p> <p><b>Century:</b> A period of 100 years.</p> <p><b>Chronology:</b> The order in which events happened.</p> <p><b>Decade:</b> A period of 10 years.</p> <p><b>Empire:</b> A group of countries that a ruler or government has control over.</p> <p><b>feudal system:</b> A hierarchy where people are put into different groups based on their class and roles.</p> <p><b>Future:</b> A time that has not happened yet.</p> <p><b>Government:</b> A group of people who control a country and make laws or important decisions.</p> <p><b>Head of state:</b> The public representative of a country, such as monarch.</p> <p><b>Heir:</b> The person who will inherit the throne on the monarch's death.</p> <p><b>Hierarchy:</b> The order of people or things from most important to least important.</p> <p><b>Invasion:</b> When a foreign army enters a country by force.</p> <p><b>Kingdom:</b> A country that a king or queen rules.</p> <p><b>Law:</b> A rule that states how people may and may not behave in a society.</p> <p><b>Monarch:</b> A king or queen who rules a kingdom.</p> <p><b>Monarchy:</b> A type of country that has a king or queen as the head of state.</p> <p><b>Palace:</b> A large house where a ruler, such as a king or queen, lives with their family.</p> <p><b>Parliament:</b> A group of people who make laws for their country.</p>	<p><b>Absolute power:</b> Complete authority to make decisions.</p> <p><b>Amphitheatre:</b> A large round or oval open-air theatre where gladiator fights and horse events were held.</p> <p><b>Aqueduct:</b> A channel for carrying water, normally in the form of a bridge across a valley or other gap.</p> <p><b>Artefact:</b> A human-made object that is of historical interest.</p> <p><b>Auxiliary:</b> A soldier who is not a Roman citizen.</p> <p><b>Basilica:</b> A town hall in Roman towns.</p> <p><b>Britannia:</b> The Roman name for the area of Great Britain under Roman rule.</p> <p><b>Cause:</b> Something that results in an action.</p> <p><b>Celt:</b> A person from western Europe who came to live in ancient Britain before the Romans.</p> <p><b>Century:</b> A group of ten contubernia in the Roman army.</p> <p><b>Cohort:</b> A group of six or ten centuries in the Roman army.</p> <p><b>Conquest:</b> The act of taking control of a foreign land by force.</p> <p><b>Consequence:</b> A result or effect of an action.</p> <p><b>Consul:</b> One of two men who held the highest position in the senate of the Roman Republic.</p> <p><b>Contubernium:</b> A group of eight soldiers in the Roman army who lived and worked together.</p> <p><b>Dictator:</b> A ruler with absolute power over country.</p> <p><b>Domūs:</b> A large stone house in a Roman town.</p> <p><b>Emperor:</b> A male ruler of an empire.</p> <p><b>Empire:</b> A group of countries ruled by a single person, government or country.</p> <p><b>Equites:</b> A class of upper-class businessmen, government workers or high-ranking leaders in the Roman army.</p> <p><b>Forum:</b> The marketplace and centre of a Roman town.</p> <p><b>Hierarchy:</b> A system where people or things are arranged in order of importance.</p> <p><b>Hypocaust:</b> A system of underfloor heating invented by the ancient Romans.</p> <p><b>Insulae:</b> Small wooden houses or brick-built apartment blocks where poorer townspeople lived in Roman towns.</p> <p><b>Invasion:</b> When a foreign army enters a country by force.</p> <p><b>Kingdom:</b> An area ruled by a king.</p> <p><b>Legion:</b> A group of ten cohorts.</p> <p><b>Paganism:</b> An early religion that worships gods.</p> <p><b>Patrician:</b> A wealthy and powerful citizen of Rome.</p> <p><b>Pax Romana:</b> The long period of peace and stability under the Roman Empire.</p> <p><b>Pict:</b> A person living in northern Caledonia, modern-day Scotland.</p>	<p><b>Afterlife:</b> The life that is believed to begin after death.</p> <p><b>Ancient Egypt:</b> A civilisation that existed around the banks of the Nile from c3100 BC until 30 BC.</p> <p><b>Ancient Sumer:</b> The first civilisation in the world that existed in Mesopotamia, modern-day Iraq, from c4500 BC until c1900 BC.</p> <p><b>Archaeologist:</b> A person who studies human history by excavating sites and analysing artefacts.</p> <p><b>Archaeology:</b> The study of human history by excavating sites and analysing artefacts.</p> <p><b>Artefact:</b> An object that was made in the past,such tool.</p> <p><b>Canopic jar:</b> A wood, stone or clay container with a lid used in ancient Egypt to hold organs from a mummified body.</p> <p><b>Civilisation:</b> The developed culture and way of life of a society.</p> <p><b>Cuneiform:</b> Ancient writing used by the Sumerians made up of simple pictures.</p> <p><b>Fertile Crescent:</b> The area of land in the Middle East where the first ancient civilisations began.</p> <p><b>Floodplain:</b> A fertile area of low-lying land near a river that often floods when the river rises.</p> <p><b>Hierarchy:</b> A system in society where people are organised into different levels of importance from highest to lowest.</p> <p><b>Hieroglyph:</b> A picture or symbol representing a word used in ancient Egyptian writing.</p> <p><b>Indus Valley:</b> The area next to the Indus River in modern-day Pakistan and north-west India where the Indus Valley civilisation developed from c2500 BC to c1700 BC.</p> <p><b>Irrigation:</b> The digging of channels to allow water to flow through a field to water crops.</p>	<p><b>Afterlife:</b> The life that is believed to begin 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The highest-ranking male citizens in ancient Greece.</p> <p><b>Artefact:</b> An object made by people.</p> <p><b>Assembly:</b> A group of all eligible citizens who were expected to vote and join in with political discussions.</p> <p><b>Athens:</b> A city state in ancient Greece consisting of an urban centre and surrounding countryside. It was the centre of power, art, science and philosophy.</p> <p><b>Citadel:</b> A central fortified area of a city or town.</p> <p><b>Citizen:</b> A free man in ancient Greece who had the right to vote.</p> <p><b>City state:</b> A city and its surroundings with an independent government.</p> <p><b>Classical period:</b> The golden age of Greece between c500 BC and 323 BC, famed for its many discoveries and achievements.</p> <p><b>Corinth:</b> One of the wealthiest and most powerful city states in ancient Greece.</p> <p><b>Dark Age:</b> The period between c1100 BC and c800 BC when many Greek cities were destroyed or abandoned, and Greek writing and art disappeared.</p> <p><b>Delian League:</b> A group of ancient Greek city states, led by Athens, formed to challenge threats from Persia.</p> <p><b>Democracy:</b> A system that allows people to have a say about how their government and country are run.</p> <p><b>Evidence:</b> information that provides knowledge, proves a point or answers a question.</p>	<p><b>Air Raid:</b> An attack in which bombs are dropped from aircraft.</p> <p><b>Alliance:</b> A group of countries who have agreed to work together because of shared aims.</p> <p><b>Allied Powers:</b> Countries that formed an alliance during the First/Second World Wars. In First World War, the Allied Powers were Great Britain, France and Russia. In Second World War, they were GreatBritain, the Soviet Union, the United States and British Commonwealth countries.</p> <p><b>Appeasement:</b> Giving the opposing side something they have demanded to prevent further disagreement.</p> <p><b>Armistice:</b> An agreement made between opposing sides in a war to stop fighting and hold peace talks.</p> <p><b>Arms race:</b> A race between enemy countries for the development and accumulation of weapons.</p> <p><b>Artillery:</b> Large guns that are usually moved on wheels.</p> <p><b>Axis Powers:</b> A group of countries that formed an alliance during the Second World War. The Axis Powers were Germany, Italy and Japan.</p> <p><b>Battle:</b> A sustained fight between large, organised armed forces.</p> <p><b>Blackout:</b> A time when all lights must be hidden from enemy view by law, including covering windows and turning off streetlights.</p> <p><b>Blitz:</b> A German bombing campaign against British towns and cities during the Second World War in 1940 and 1941.</p> <p><b>Blitzkrieg:</b> A fast, aggressive attack on a town or city, usually involving bombing raids before invasion by land or sea.</p> <p><b>Campaign:</b> A group of connected actions that forms part of a war strategy.</p> <p><b>Central Powers:</b> A group of countries that formed an alliance during the First World War. The Central Powers were Germany, Austria Hungary and the Ottoman Empire.</p> <p><b>Civilian:</b> A person not in the armed services or the police force.</p> <p><b>Colony:</b> A nation controlled by another country.</p> <p><b>Combat:</b> Fighting between armed forces.</p> <p><b>Commonwealth:</b> An international association of countries, most of which were former territories of the British Empire.</p> <p><b>Conflict:</b> A prolonged armed struggle.</p> <p><b>Conscription:</b> Forcing people by law to join the armed services.</p>

		<p><b>Punishment:</b> An unpleasant experience or task given to someone who has broken a rule.</p> <p><b>Strict:</b> Following and enforcing rules exactly.</p> <p><b>Victorian:</b> During the reign of Queen Victoria.</p>	<p><b>Past:</b> A period of time before the present.</p> <p><b>Period:</b> A length of time.</p> <p><b>Portrait:</b> A painting, drawing or photograph of a person, usually showing their head and shoulders.</p> <p><b>Power:</b> The amount of control a person, such as a ruler, has over things or people in a kingdom.</p> <p><b>Present:</b> The time happening now.</p> <p><b>Reign:</b> The period of time that a king or queen rules over a country.</p> <p><b>Religion:</b> The belief in and worship of a god or gods.</p> <p><b>Royal:</b> Connected to a king or queen.</p> <p><b>Rule:</b> To control a country or empire.</p> <p><b>Ruler:</b> A person who rules a country or empire.</p> <p><b>Serf:</b> A peasant at the bottom of the feudalsystem.</p> <p><b>Sovereign:</b> A king or queen.</p> <p><b>Timeline:</b> A line of dates to show the order that events happened through time.</p> <p><b>Year:</b>12 months, 365 days, or sometimes 366 days, from 1st January to 31<sup>st</sup> December.</p>	<p><b>Plebeian:</b> An ordinary, free citizen of Rome or a legionary soldier in the Roman army.</p> <p><b>Rebellion:</b> An act of resistance against government or authority.</p> <p><b>Republic:</b> A country without a king or queen that is governed by elected representatives of the people.</p> <p><b>Romanise:</b> To adopt Roman beliefs, technology and culture.</p> <p><b>Senate:</b> The group of men who governed the Roman Republic.</p> <p><b>Senator:</b> A member of the Roman senate.</p> <p><b>Slave:</b> A person at the bottom of Roman hierarchy who was bought and sold by their owners and had no rights.</p>	<p><b>Lugal:</b> The name for a king in ancient Sumer.</p> <p><b>Mesopotamia:</b> An ancient historical area in modern-day Iraq where the Ancient Sumerian civilisation developed in c4500 BC.</p> <p><b>Mummification:</b> The process of preserving a dead body by drying and wrapping that was used by the ancient Egyptians.</p> <p><b>Necropolis:</b> A large cemetery belonging to an ancient city.</p> <p><b>Nomad:</b> A person who travels from place to place to find food, water and shelter.</p> <p><b>Papyrus:</b> A material made in ancient Egypt from the stem of a water plant and used in sheets for writing or painting.</p> <p><b>Pharaoh:</b> A ruler of ancient Egypt.</p> <p><b>Pyramid:</b> A structure with a square or triangular base and sloping sides used as a royal tomb in ancient Egypt.</p> <p><b>Sarcophagus:</b> A stone coffin usually decorated with carvings or inscriptions used in ancient Egypt.</p> <p><b>Scribe:</b> A professional writer.</p> <p><b>Shaduf:</b> An irrigation device from ancient Egypt that used a lever mechanism to raise water from a water source onto the land.</p> <p><b>Vizier:</b> The pharaoh's chief minister in ancient Egypt.</p> <p><b>Ziggurat:</b> A large pyramid in ancient Sumer made from mud bricks, with a temple on top.</p>	<p><b>Golden age:</b> A time in ancient Greece when there was peace and prosperity, and cultural activities were at a peak.</p> <p><b>Hellenistic period:</b>The time between 323 BC and 30 BC after Alexander the Great died, when Greece became divided and many inventions and discoveries were made.</p> <p><b>Hierarchy:</b> A system in society where people are organised into different levels of importance from highest to lowest.</p> <p><b>Legacy:</b> Something that is a result of a period of history that continues to exist after the period comes to an end.</p> <p><b>Metic:</b> A skilled worker who did not come from Athens.</p> <p><b>Minoan civilisation:</b> A peaceful civilisation of skilled farmers, potters and sailors that formed on the island of Crete between c3000 BC and c1100 BC.</p> <p><b>Mount Olympus:</b> The highest mountain in Greece, believed in Greek mythology to be the home of the Greek gods.</p> <p><b>Mycenaean civilisation:</b> A warrior civilisation between c1600 BC and c1100 BC based on the Greek mainland and made up of farmers, soldiers, builders, hunters and fishermen.</p> <p><b>Mythology:</b> A collection of religious and cultural stories.</p> <p><b>Neolithic:</b> The time between c6000 BC and c3000 BC when hunter-gatherers started to grow crops, rear livestock and live in huts.</p> <p><b>Oligarchy:</b> A country that is controlled by a small number of powerful people.</p> <p><b>Olympic Games:</b> A sporting event, first held in 776 BC in Olympia, and then every four years until cAD 393.</p> <p><b>Parthenon:</b> A temple on the Acropolis inAthens.</p> <p><b>Peloponnesian War:</b> A war fought between the city states of Athens and Sparta from 431 BC to 404 BC.</p> <p><b>Philosophy:</b> The study of the basic ideas about knowledge, right and wrong, reasoning and the value of things.</p> <p><b>Polis:</b> Another name for a city state in ancient Greece.</p> <p><b>Primary source:</b> Evidence made during the time period being studied, such as an artefact, written source, building or art.</p> <p><b>Secondary source:</b> Evidence created after the time period being studied, which may have been made using primary sources, such as information books, historians' reports and reconstructions.</p> <p><b>Sparta:</b> One of the most powerful city states in ancient Greece, with one of the strongest armies.</p> <p><b>Strategoi:</b> An army general in ancient Greece.</p> <p><b>Trojan War:</b> A conflict between the Mycenaean Greeks and the people of Troy in western Anatolia, modern-day Turkey, in the 12th or 13th century BC.</p> <p><b>Tyranny:</b> Unfair or cruel use of power.</p>	<p><b>D-Day:</b> 6th June 1944 during the Second World War, when Allied forces invaded northern France by landing on beaches in Normandy.</p> <p><b>Defence:</b> action of defending from or resisting attack.</p> <p><b>Dictator:</b> uler with total power over a country.</p> <p><b>Eastern Front:</b> The line of fighting along Europe's eastern border with Russia, from the Baltic Sea to the Black Sea, during the First World War.</p> <p><b>Enlist:</b> To enrol in the armed services.</p> <p><b>Evacuation:</b> The relocation of children out of British towns and cities to safer areas.</p> <p><b>Expansionism:</b> A policy of increasing a country's size by expanding its territory.</p> <p><b>Fascism:</b> A set of political beliefs based on a powerful leader, state control, powerful armed forces and no political opposition.</p> <p><b>First World War:</b> An international conflict from 1914 to 1918 involving countries from Europe, the United States, the Middle East and other world regions.</p> <p><b>Genocide:</b> The deliberate killing of large numbers of people from a particular nation or ethnic group in order to destroy them.</p> <p><b>Ghetto:</b> An area of a town or city where mainly people from a particular ethnic group live away from other ethnic groups in poor conditions.</p> <p><b>Holocaust:</b> The mass murder of large numbers of Jewish people and other minority groups in concentration camps under German Nazi regime.</p> <p><b>Home front:</b>The people who stay in their own country during a foreign war and take part in activities to support the war effort.</p> <p><b>Imperialism:</b> The desire to conquer and colonise other countries.</p> <p>Invasion: An instance of invading a country or region with an armed force.</p> <p><b>League of Nations:</b> An international peacekeeping organisation founded at the end of the First World War.</p> <p><b>Liberate:</b> To set someone free from imprisonment, slavery or oppression.</p> <p><b>Luftwaffe:</b> The German air force.</p> <p><b>Militarism:</b>The belief that it is necessary to build up and use strong armed forces to gain power, money and land.</p> <p><b>Munitions:</b> Military weapons- guns and bombs.</p> <p><b>Nationalism:</b>A great love of your own country, often resulting in the belief that your country is better than any other.</p> <p><b>Nazi Party:</b> A political organisation that ruled Germany from 1933 until 1945.</p> <p><b>No man's land:</b> An area of land on a battlefield between opposing trenches that no one controls.</p> <p><b>Occupation:</b> An event where an army or group takes control of a place.</p> <p><b>Offensive:</b> A planned military attack.</p> <p><b>Operation:</b> The coordinated military actions in response to a situation.</p> <p><b>Patriotism:</b> A love and pride for your country and the desire to defend it.</p> <p><b>Persecution:</b> Hostility and ill-treatment, especially because of a person's race, political or religious beliefs.</p> <p><b>Propaganda:</b> The spreading of information only giving one side of an argument with the intention of influencing people's opinions.</p> <p><b>Radar:</b> A device that uses radio waves to determine the direction, distance and speed of aircraft and ships.</p> <p><b>Rationing:</b>A system of limiting the amount of something each person is allowed to have.</p> <p><b>Rebellion:</b> An act of armed resistance to an established government or leader.</p> <p><b>Reparation:</b> Payment made by a defeated country after a war to pay for damages it caused to another country.</p> <p><b>Resistance:</b> The refusal to accept or comply with something.</p> <p><b>Retaliation:</b> action of returning a military attack.</p> <p><b>Second World War:</b> An international conflict from 1939 to 1945 involving the Axis Powers of Germany, Italy and Japan and the Allied Powers of Great Britain, the Soviet</p>
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							Union, the United States and British Commonwealth countries. <b>Stalemate:</b> A situation in which neither side can get an advantage and no action can be taken. <b>Surrender:</b> To stop resisting an enemy or opponent and submit to their authority. <b>Tactic:</b> An action or strategy carefully planned to achieve a specific goal. <b>Treaty of Versailles:</b> The peace agreement that ended the First World War. <b>Trench:</b> A deep, narrow channel dug into the ground by soldiers and used as a place to hide and attack the enemy. <b>Truce:</b> An agreement to stop fighting for a period of time. <b>Victory:</b> An act of defeating an enemy or opponent in a battle. <b>War:</b> A period of intentional actions, including armed fighting, between two or more countries or groups of people to force the enemy to adhere to their will. <b>Western Front:</b> The line of trench warfare from the Belgian coast to the Swiss border during the First World War.
<p align="center"><b>What will our pupils go on to learn?</b></p> <p align="center"><b>History Progression:</b> Programme of Study KS3</p>							
<p><b>Purpose of study</b></p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p><b>Aims of the National Curriculum</b></p> <p>The national curriculum for history aims to ensure that all pupils: - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind - gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><b>Attainment targets</b></p> <p>By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.</p>							