

Langrish Primary School: Progression in Knowledge and Skills – Key Stage 2

Enquiry	<i>How did life change for Ancient Britons during the Stone Age through to the Iron Age?</i>	<i>How did the arrival of the Romans change Britain?</i>	<i>Why did the Mary Rose sink?</i>	<i>How do we know about the Anglo Saxons?</i>	<i>What did the Vikings want and how did Alfred help to stop them getting it?</i>	<i>Why were castles so important to the Normans?</i>					
Substantive Knowledge <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	A study of an aspect of history dating from a period beyond 1066 that is significant to the locality	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066					
Disciplinary knowledge <i>Historical techniques – source threads. High-lighted red – established during Key Stage 1</i>	Artefacts Maps Book extracts, posters, newspapers Artist reconstructions Statues, sculptures, monuments	Artefacts Maps Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments	Paintings, portraits, drawings, book extracts, Mary Rose ship Artists reconstructions	Artefacts Maps Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass	Artefacts Photographs Maps Films – Pathe News and modern newspapers Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass	Artefacts Photographs Maps Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Tapestry					
Disciplinary Knowledge <i>Critical thinking skills</i>	Pupils demonstrate a more nuanced understanding using more sophisticated subject vocabulary of significant people, places, situations, changes and events of British history through synthesising relevant information from a broad range of historical sources to explain through more informed responses how and why people lived and behaved at particular times in the past making meaningful links between them. <div style="text-align: right; margin-top: 5px;"> </div>										
Second Order Concepts <i>threads (also specialist vocabulary and key terms). Highlighted red established during Key Stage 1</i>	Change Causation Similarity and difference Sources	Continuity Significance Chronology	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy			
Substantive Concepts <i>threads (also specialist vocabulary and key terms) Highlighted red established during Key Stage 1</i>	Society Settlement Tribe Migration Power Social class	Agriculture Economy Trade Technology Religion	Society Economy War Natural resources Civilisation Military	Settlement Trade Conflict Country Empire Slave	Migration Power Navy War Conflict Reign Christendom	Society Religion Will Country Conflict	Settlement Kingdom Monarchy War	Society Economy Conflict Natural resources Climate Country	Settlement War Religion Migration Kingdom Monarchy	War Monarchy Power Castle Natural resources Trade Conflict Settlement Society Medieval Tourism Social class Military Economy Migration Kingdom	
Additional specialist vocabulary and key term threads. High-lighted red – established during Key Stage 1	Primary evidence Secondary evidence Archaeologist Artefact Hunter-gatherer Knapping Ceremony Mesolithic Timeline Hillfort	Anachronism BC Subsistence Excavation Nomadic Domesticate Palaeolithic Neolithic	Primary evidence Secondary evidence Conquest Occupy Uprising Ianista Gladiator Emperor Resistance Authority	Border AD Invasion Pacify Plebian Philosopher Artefact Rebel Conquer Millennium	Primary evidence Secondary evidence Reconstruction Fleet Duration Intervals AD BC	Primary evidence Secondary evidence Roman Catholicism Pope Chronicle Noble Social class Feudal Timeline Chronological Millennium	Barbarian Pagan Conversion Christian Status Serf Reconstruct Treaty Rule Century	Primary evidence Secondary evidence Conversion Norsemen Longship Legend Witan Territory Motive Timeline	Pagan Chronicle Invasion Myth Legacy Occupy Homeland Resist	Primary evidence Secondary evidence Tapestry Knight Commoner Subdue Defence Deterrent Feudal	Depict Invasion Tribute Noble Serf Conquer Intimidate Chronicle Tax

Progression in Knowledge and Skills: Collins Connected History – Upper Key Stage 2

Enquiry	Why did Britain once rule the largest empire the world has ever seen?	Journeys: The story of Migration to Britain	Why did the ancient Maya change their way of life?	What happened to the boy behind the golden mask?	The story of the Trojan Horse: historical fact, legend or classical myth?	Why was winning the Battle of Britain in 1940 so important?	
Substantive Knowledge <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066.	A non-European society that provides contrasts with British history	The achievements of the earliest civilisations	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Disciplinary knowledge <i>Historical techniques source threads. Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Photographs Maps Letters and telegrams* Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Photographs Maps Letters and telegrams* Films – Pathe News and modern Book extracts, posters, newspapers Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts Photographs Maps Book extracts/journals Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Hieroglyphics Codex	Artefacts Photographs Letters and telegrams Maps Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Artist reconstructions Paintings, portraits, prints, drawings Hieroglyphics	Artefacts Photographs Maps Book extracts, Artist reconstructions Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Photographs Maps Letters and telegrams Films – Pathe News Book extracts, posters, newspapers Paintings, portraits, prints, drawing Tabular and graphical data Military orders Speeches	
Disciplinary Knowledge <i>Critical thinking skills</i>	Pupils reach informed conclusions and make reasoned judgements using increasingly specialised vocabulary as they select and evaluate , critique and justify their use of relevant sources to help them understand aspects of wider world history, make links between time periods and appreciate that the past can be interpreted in different ways.						
Second Order Concepts <i>threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Change Causation Similarity and difference Perspective Chronology	Continuity Significance	Change Causation Similarity and difference Perspective Chronology	Continuity Significance	Change Causation Similarity and difference Perspective Chronology	Continuity Significance	
Substantive Concepts <i>threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Empire Monarchy Natural resources Commonwealth Industrial Revolution Religion Government Climate	Country Imperialism Trade Economy War Democracy Slave Migration Kingdom	Empire Monarchy Natural resources Commonwealth War Religion Government	Country Imperialism Trade Economy Democracy Slave Migration	Society Conflict Natural resources War Climate Agriculture Economy	Civilisation Environment Trade Hazard Religion Migration Erosion	Civilisation Society Religion Monarchy Conflict Disease Military Empire
						War Power Democracy Natural resources Government Economy Trade	
						Conflict Empire Country Military Continent Settlement Power Technology	

<u>Additional specialist vocabulary and key term threads</u> <i>Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Ruler	Colony	Colony	Artefact	Reconstruct	Pharoah	Conquest	Artefact	City-state	Allies	Invasion
	Sovereign	Independent	Sovereign	Ceremonial	City	Book of the Dead	Ma'at	Sparta	Troy	Occupy	Fuhrer
	Self-governing	Maintain	Self governing	Tropical	Rainforest	Valley of Kings	Artefact	Siege	Myth	Politician	Reich
	Exploit	Manufacture	Independence	Expedition	Rediscover	Archaeologist	Ceremony	Legend	Engraving	Prime Minister	Luftwaffe
	Conquer	Freedom	Prime Minister	Famine	Eclipse	Worship	Revere	Manuscript	Mosaic	Royal Air Force	Alliance
	Prime Minister	President	Imperial	Deforestation	Timeline	Intercede	Forensic	Authenticate	Depiction	Evacuation	RADAR
	Parliament	Rights	Freedom	Water cycle	Restoration	Sarcophagus	Alliance	Envoy	Conquest	Combat	Blitzkrieg
	Imperial	Federation	Rights	Flash flood	Drought	Embalm	Desiccate	Ruler	Warrior	Neutral	Dependency
	Indigenous	Invasion		Overpopulation		Timeline	Hieroglyphics	Deception		Command	Superiority
	Occupy	Battle				Pyramid	Sphinx			Campaign	Propaganda