


Progression in Knowledge and Skills: Collins Connected History – Key Stage 1

<i>Enquiry</i>	<i>What does it take to be a great explorer?</i>	<i>Who is the greatest history maker?</i>	<i>Why was Charles sent to prison?</i>	<i>Why do we know so much about where Sappho used to live?</i>	<i>How do our toys and games compare with those of children in the 1960s?</i>	<i>Why is the history of my locality significant?</i>
<u>Substantive Knowledge</u> <i>Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details)</i>	Changes within living memory Events beyond living memory Lives of significant individuals	Events beyond living memory Lives of significant individuals	Events beyond living memory	Events beyond living memory	Changes within living memory Lives of significant individuals	Events beyond living memory Lives of significant individuals Significant events, people and places in locality
<u>Disciplinary knowledge</u> <i>Historical techniques – source threads</i>	Photographs Maps Letters and telegrams Films – Pathe News Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings	Photographs Maps Letters and telegrams Films – Pathe News Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artefacts, Book extracts Statues, sculptures, monuments	Photographs Maps Letters and telegrams Films – Pathe News Book extracts, posters, newspapers Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts Photographs Artist reconstructions, Maps Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts Photographs Films – Pathe News and modern newspapers Book extracts, posters, paintings, portraits, prints, drawings Statues, sculptures, monuments	Photographs Maps Films – Pathe News Artefacts Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments
<u>Disciplinary Knowledge Critical thinking skills</u>	<p>Pupils develop their understanding of significant people, places and events in the past <u>using basic subject vocabulary</u> through <u>identifying, selecting, describing</u> and <u>sequencing</u> information from a variety of historical sources to <u>compare and contrast</u> and <u>offer reasons</u> for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did.</p> <p style="text-align: right;">—————→</p>					
<u>Second Order Concepts threads</u>	Continuity Significance Similarity and difference Sources	Significance Chronology Similarity and difference Sources	Continuity Causation Similarity and difference Sources	Change Causation Sources Empathy	Change Continuity Significance Chronology Similarity and difference Sources	Causation Significance Sources Chronology
<u>Substantive Concept threads (also specialist vocabulary and key terms)</u>	Exploration Empire Monarchy Slave Trade New World Equality Government	Empire Monarchy Equality Parliament Government Conflict Medicine Country Power	Crime Conflict Punishment Empire War Power Military Country	Trade Empire Slave Power Conflict Hazard	Monarchy Transport Exploration Technology Leisure Medicine Entertainment Government	War Conflict Crime Punishment Empire Monarchy New World Power
<u>Additional specialist vocabulary and key term threads</u>	Expedition Indigenous Voyage Conquer Timeline Pioneer Navigate Mission Motive Space race	Famous Infamous Commemorate Chieftain Pharoah Pirate Privateer Discrimination Prime Minister Treason Accomplishment Conspirator	Western Front Cypher Communication Decode Reconnaissance Code Commemorate Aristocrat Patriotic Memorial Invasion Allies	Primary evidence Artefact Secondary evidence Remains Reconstruct Preserved Archaeologist Unearthed Archaeology Excavate Depiction Pyroclastic Emperor Infer	Chronological Modern Decade BC AD Century Millennium Timeline Artefact Invention Commemorate Historian Memorable Significant	Privateer Pirate Artefact Archaeologist Moor Cavern Neanderthal Voyage Hunter-gatherer Manoeuvrable Circumnavigate Emperor

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

Enquiry	<i>How did life change for Ancient Britons during the Stone Age?</i>	<i>What is the secret of the standing stones?</i>	<i>How do artefacts help us to understand the lives of people in Iron Age Britain?</i>	<i>How did the arrival of the Romans change Britain?</i>	<i>Who were the Anglo Saxons and how do we know what was important to them?</i>	<i>What did the Vikings want and how did Alfred help to stop them getting it?</i>			
Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details)	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	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			
Disciplinary knowledge Historical techniques – source threads. Highlighted red - introduced at Key Stage 1	Artefacts Photographs Maps Book extracts, posters, newspapers Artist reconstructions Statues, sculptures, monuments	Artefacts Photographs Maps Book extracts, posters, newspapers Artist reconstructions Statues, sculptures, monuments	Artefacts Photographs Maps Book extracts, posters, newspapers Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Tabular and graphical data	Artefacts Photographs Maps Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments	Artefacts Photographs Maps <i>Book extracts, posters, newspapers</i> Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass	Artefacts Photographs Maps Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass			
Disciplinary Knowledge Critical thinking skills	Pupils demonstrate a more nuanced understanding <i>using more sophisticated subject vocabulary</i> of significant people, places, situations, changes and events of British history through <i>synthesising</i> relevant information from a broad range of historical sources to <i>explain through more informed responses</i> 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: 10px;">  </div>								
Second Order Concepts threads. Highlighted red introduced at Key Stage 1	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 threads (also specialist vocabulary and key terms) Highlighted red introduced at Key Stage 1	Society Settlement Tribe Migration	Agriculture Economy Trade	Society Settlement Tribe Technology Social class	Agriculture Economy Trade Power	Society Settlement Economy Tribe Peace Conflict Natural resources	Settlement Trade Conflict Country Empire Slave	Society Settlement Religion Kingdom Country Monarchy War	Society Settlement Economy War Conflict Religion Migration Kingdom Monarchy	
Additional specialist vocabulary and key term threads. Highlighted red – introduced at Key Stage 1	Primary evidence Secondary evidence Archaeologist Artefact Hunter-gatherer Knapping Ceremony Mesolithic Timeline	Anachronism Subsistence Excavation Nomadic Domesticate Palaeolithic Neolithic	Primary evidence Secondary evidence Alloy Social class Ceremony Commemorate Capstone Artefact Archaeologist	Smelting BC Status Monument Interred Cist Timeline Stone circle Chieftain	Primary evidence Secondary evidence Alloy Rampart Celts Inscription Votive Currency	Border AD Invasion Pacify Plebian Philosopher Artefact Rebel Conquer Millennium	Primary evidence Secondary evidence Roman Catholicism Pope Chronicle Noble Social class Feudal Timeline Chronological Millennium	Barbarian AD Pagan Conversion Christian Status Serf Reconstruct Treaty Rule Century	Pagan Secondary evidence Conversion Norsemen Longship Legend Witan Territory Motive Timeline

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

Enquiry	<i>Why did the Ancient Maya change their way of life?</i>	<i>Why was winning the Battle of Britain so important?</i>	<i>Why is the history of York also the ‘History of England’?</i>	<i>Why did pile of dragon bones help to solve an ancient Chinese mystery?</i>	<i>The story of the Trojan Horse – fact, myth or legend?</i>	<i>Why did Britain once rule the largest empire the world has ever seen?</i>				
Substantive Knowledge <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	A non-European society that provides contrasts with British history	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	A local history study	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 - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Artefacts Photographs Maps Book extracts/journals Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Hieroglyphics Codex	Photographs Maps Letters and telegrams Films – Pathe News Book extracts, posters, newspapers Paintings, portraits, prints, drawing Tabular and graphical data Military orders Speeches	Artefacts Photographs Maps Artist reconstructions Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments Tabular and graphical data Factory reports Pamphlets	Artefacts Photographs Maps Book extracts Artist reconstructions Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	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 and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments				
Disciplinary Knowledge <i>Critical thinking skills</i>	Pupils make informed conclusions and reasoned judgements about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well an aspect or theme of British history post 1066, through selecting and evaluating , critiquing and justifying their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways.									
Second Order Concepts <i>threads Highlighted red - introduced at 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 Sources Empathy	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	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy
Substantive Concepts <i>threads (also specialist vocabulary and key terms) Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Society Conflict Natural resources War Climate Agriculture Economy	Civilisation Environment Trade Hazard Religion Migration Erosion	War Power Democracy Natural resources Government Agriculture Economy Trade	Conflict Empire Country Military Continent Settlement Power Technology	Settlement Location Kingdom Society Peace Conflict Monarchy Transport Natural resources	Empire Dynasty Monarchy Society Conflict Settlement Military Slave	Civilisation Empire Conflict Society Government Monarchy	Empire Country Imperialism Trade Economy War Slave Migration Kingdom		
Additional specialist vocabulary <i>and key term threads Highlighted red - introduced at Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Artefact Ceremonial Tropical Expedition Famine Deforestation Water cycle Flash flood Overpopulation	Reconstruct City Rainforest Rediscover Eclipse Timeline Restoration Drought	Allies Occupy Politician Prime Minister Royal Air Force Evacuation Combat Neutral Command Campaign	Invasion Fuhrer Reich Luftwaffe Alliance RADAR Blitzkrieg Dependency Superiority Propaganda	Artefact City Civil war Roman Catholicism Protestantism Tithe Roundhead Reformer Peasant Factory	Cathedral Battle Emperor Bishop Puritan Cavalier Propaganda Philanthropist Quarter Exploitation	Oracle Noble Chamber Grave goods Sculpture Legend Parchment Inscription Conquest Valley	Artefact City-state Sparta Troy Siege Myth Engraving Mosaic Depiction Conquest Warrior	Ruler Colony Sovereign Independent Self-governing Maintain Exploit Manufacture Conquer Freedom Prime Minister President Parliament Rights Imperial Federation Indigenous Invasion Battle	

