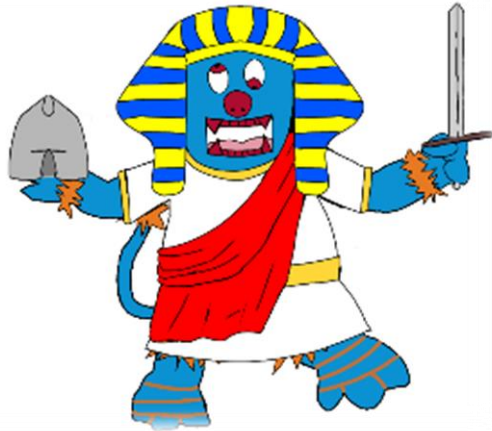


# **The Priestley Progress Path**

## **History**



**Placing learning at the heart of everything we do.**



## ***Intent***

### **Raising Aspiration, Realising Ambition, Stimulating Curiosity.**

*At Priestley School, we aim to stimulate curiosity when looking at the past. We hope to help children gain knowledge of the history of Britain and the wider world. Through questions and practical experiences, we aim to encourage children to think critically, examine evidence before them and give their own arguments when discussing a part of history. We believe that understanding the past can help shape the minds of the future. By understanding the troubles of the past, the children will be able to put themselves in other's shoes and become more sympathetic adults, encouraging them to Have Respect for All. Using trips and practical activities, children can immerse themselves in historical experiences. This helps place learning at the heart of everything we do. Exploring a time in history will happen through a sequence of lessons to ensure the children cover all of the national curriculum objectives whilst also broadening their understanding.*

## **Working Historically.**



**Historical Knowledge**

**Skills and Enquiry**



**Chronology**

## ***Implementation***

### **Placing learning at the heart of everything we do.**

*Throughout different topics, along our Priestley Pathway, historical skills will be used within a variety of lessons. The children will be looking at significant periods of time and well as memorable people of the past. Revisiting and consolidating skills between different topics will help children to build on prior knowledge alongside introducing new skills, knowledge and challenge. This will encourage the children to Think Things Through, Share Great Ideas and Stay Focused on their learning, past and present. Specific vocabulary will be introduced to the children through the vocabulary lists to assist with their historical exploration. At Priestley School, we intend to inspire pupils to develop a love of history and explore experiences in the past with curiosity and understanding.*

## ***Impact***

### **Priestley and Proud**

*A variety of resources, display materials and practical experiences will assist the children when learning about history. Historical vocabulary will be used by teachers and learners. We want to ensure that historical skills are imbedded within the children and that they can draw upon those skills in future lessons throughout their schooling. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as KWL grids, pupil conferencing and summative assessments aimed at targeting next steps in learning.*



1. Use stories to encourage children to distinguish between fact and fiction.
2. Talk about some of the things they have observed, question why things happen and give explanations.
3. Answer 'how' and 'why' questions about their experiences and in response to events. Develop their own explanations by connecting ideas and events



1. Know and recount episodes from their own and others' past.
2. Talk about past and present events in their own lives and in the lives of family members.

### Historical Knowledge



### Skills & Enquiry

## EYFS Historians

Will be able to:

1. Sequence photographs from different parts of their life. Match objects to people of different ages.

### Chronology

1. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
2. Make comments about what they have heard and ask questions to clarify their understanding.
3. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Communication & Language

Listening, Communication & Attention

1. Talk about the lives of the people around them and their roles in society.
2. Know some similarities and differences between things in the past and now,
3. Draw on their experiences and what has been read in class.
4. Understand the past through settings, characters and events encountered in books read in class and storytelling.

### Understanding the World

Past & Present

1. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
2. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Communication & Language

Speaking

1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
2. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Literacy

Comprehension



## Chronology

1. use words and phrases like: old, new and a long time ago.
2. use words and phrases like: before, after, past, present, then and now.



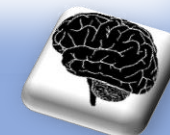
## KS1 Historians

Will be able to:



## Historical Knowledge

1. explain how some people have helped us to have better lives.
2. explain what an object from the past might have been used for.
3. recount the life of someone famous from Britain who lived in the past.
4. explain what they did earlier and what they did later.
5. give examples of things that were different when their grandparents were children.



## Skills and Enquiry

1. recognise that some objects belonged to the past.
2. ask and answer questions about old and new objects.
3. spot old and new things in a picture.
4. find out things about the past by talking to an older person.
5. answer questions using books on the internet.
6. research the life of a famous person from the past using different sources of evidence.



# KS1 Vocabulary



***Yesterday***

***Today***

***Tomorrow***

***Same***

***Different***

***Change***

***Days***

***Months***

***Years***

***Oldest***

***Newest***

***Past***

***Present***

***Future***

***Important***

***Event***

***Era***

***Artefacts***

***Time Order***

***Chronological***

***Myth***

***Legend***

***Fact Fiction***





## KS1 Timeline



**Amelia Earhart**



**Queen Elizabeth II**



**Mary Anning**

**Grace Darling**



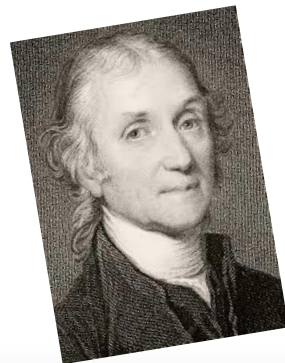
**Queen Victoria**



**Buzz Aldrin  
Neil Armstrong**



**Joseph Priestley**



**Tim Peake**

**Florence Nightingale**





## KS1 History

**Year A**



***Splendid Skies***



***Dinosaur Planet***



***Land A Hoy!***



***Towers, Tunnels and Turrets***

**Year B**



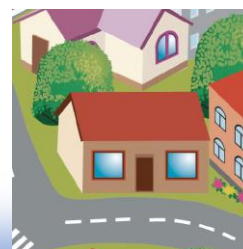
***Superheroes***



***Moonzoom***



***Memory Box***



***Street Detectives***



## Chronology

1. *describe events from the past using dates.*
2. *use a timeline within a specific period of history to set out the order that things may have happened.*
3. *use my mathematical knowledge to work out how long-ago events happened.*
4. *plot events on a timeline using centuries.*
5. *use my mathematical skills to round up time differences into centuries and decades*



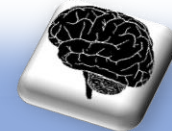
## Lower KS2 Historians

Will be able to:



## Historical Knowledge

1. *explain some of the times when Britain has been invaded.*
2. *explain how the lives of wealthy people were different from the lives of poorer people.*
3. *explain how historic items and artefacts can be used to help build up a picture of the past.*
4. *explain how an event from the past has shaped our life today.*



## Skills and Enquiry

1. *use research skills to find answers to specific historical questions.*
2. *research in order to find similarities and differences between two or more periods of history.*
3. *research two versions of an event and explain how they differ.*
4. *research what it was like for children in a given period of history and present my findings to an audience.*





## Lower KS2 Vocabulary



<i>Chronological</i>	<i>Significant</i>	<i>Power</i>	<i>Development</i>
<i>Compare</i>	<i>Contrast</i>	<i>Influence</i>	
<i>BC and AD</i>	<i>Ancient</i>	<i>Civilisation</i>	
<i>Innovation</i>	<i>Legacy</i>	<i>Conquer</i>	<i>Consequence</i>
<i>Invasion</i>	<i>Monarchy</i>	<i>Social</i>	<i>Structure</i>

## Tribal Tales Vocabulary



<i>Bronze age</i>	<i>Iron age</i>	<i>Stone age</i>	
<i>Archaeologist</i>	<i>Armour</i>	<i>Artefact</i>	
<i>Burial</i>	<i>Celts</i>	<i>Fort</i>	
<i>Roundhouse</i>	<i>Tribe</i>	<i>Solstice</i>	

## Gods and Mortals Vocabulary



*Ancient*

*Greece*

*Army*

*Democracy*

*God*

*Goddess*

*Labyrinth*



*Minotaur*

*Mortal*

*Olympus*

*Myth*

*Temple*

## I am Warrior Vocabulary

*Britannia*

*Conquer*

*Defeat*

*Emperor*

*Empire*

*Invade*

*Rebellion*

*Tribe*



## Traders and Raiders Vocabulary



Saxon  
Conquer  
King

Viking  
Defend  
Knights

Army  
Longhouse

Invade

## 1066 Vocabulary

Armour

Attack

Tapestry

Castle

Conflict

Conqueror

Defence

Invasion

Kingdom

Re-enactment

Shire

Resolution

Siege

Wattle and daub



## Lower KS2 Time Zone



**Alexander  
the Great**

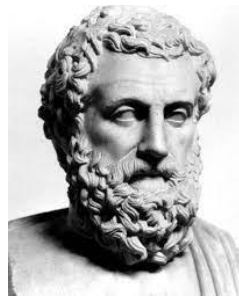


**Zeus**



**Julius Caesar**

**Aristotle**



**Boudicca**



**Stonehenge**



**King Arthur**



**William the  
Conqueror**



**Alfred the Great**



**The Bayeux Tapestry**

**King Harold II**







## Lower KS2 History

**Year A**



***Tribal Tales***



***Gods and Mortals***

**Year B**



***I am Warrior***



***Traders and  
Raiders***



***1066***



## Chronology

1. draw a timeline with different historical periods showing key historical events or lives of significant people.
2. compare two or more historical periods, explaining things which changed and things which stayed the same.
3. place features of historical events and people from the past societies and periods in a chronological framework.
4. summarise the main events from a period of history, explaining the order of events and what happened.



## Upper KS2 Historians

Will be able to:



## Historical Knowledge

1. explain how parliament affects decision making in England.
2. explain how our locality has changed over time.
3. describe how crime and punishment has changed over a period of time.
4. summarise how Britain has had a major influence on the world.
5. summarise how Britain may have learnt from other countries and
6. civilisations (historically and more recently).
7. identify and explain propaganda.



## Skills and Enquiry

1. test out a hypothesis in order to answer questions.
2. describe a key event from Britain's past using a range of evidence from different sources.
3. describe the features of historical events and way of life from periods studied presenting to an audience.



## Upper KS2 Vocabulary



*Rise and Fall*

*Exploration*

*Hierarchy*

*Bias*

*Prejudice*

*Oppression*

*Empire*

*Rebellion*

*Retreat*

*Continuity*

*Ideologies (Political, Religious and cultural)*

*Cultural*

*Context*

*Birth right*

*Advocate*

*Democracy*

*Interpretation*

*Commemorate*

## Peasants, Princes and Pestilence Vocabulary

*Kings*

*Bishop*

*Peasants*

*Battle*

*Revolt*

*Society*

*Disease*

*Black Death*

*Famine*

*Freedom*

*Government*

*Parliament*

*Pestilence*



## **A Childs War Vocabulary**



*Evacuation*

*The Blitz*

*Propaganda*

*Rationing*

*Civilian*

*Concentration Camp*

*Hitler*

*Anne Frank*

*Shelter*



*Bomb*

*Raid*

*Prime Minister*

*Surrender*

*Victory*

*Winston Churchill*

## **Time Traveller Vocabulary**

*Baby*

*Child*

*Adolescence*

*Adult*

*Body*

*Develop*

*Human*

*Independent*

*Life cycle*

*Male*

*Female*

*Mammal*

*Reproduction*

*Timeline*



## **Revolution Vocabulary**



***Factory***

***Industry***

***Revolution***

***Inventor***

***Punishment***

***Transport***

***Vote***

***Workhouse***

## **Hola Mexico Vocabulary**

***Temple***

***Altar***

***Aztecs***

***Civilisation***

***Settlement***

***Tradition***

***Day of the dead Festival***

***Celebration***

## Darwin Vocabulary



*Adaptation*

*Ancestor*

*Charles Darwin*

*Dinosaur*

*Environment*

*Experiment*

*Extinct*

*Fossil*

*Genetics*

*Natural*

*Scientist*

*Skeleton*

*Species*





## Upper KS2 Time Zone



**Edward I**



**Edward II**

**Queen Victoria**

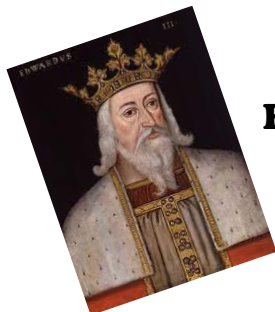


**Oscar Schindler**



**Anne Frank**

**Richard III**



**Edward III**

**Operation  
Pied Piper**



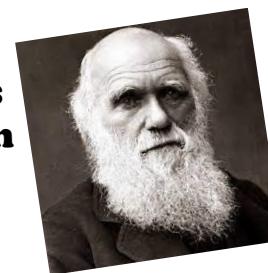
**Pakal the Great**



**Mary Anning**



**Charles Darwin**



**Lady Diana**



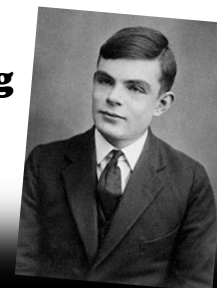
**Lord Shaftsbury**



**Alfred Russel Wallace**



**Alan Turing**



**Jesaw Chan K'awiil**



**Emeline Pankhurst**





## Upper KS2 History



**Year A**



**Peasants,**



***A Childs War***



***Time Traveller***

**Princes and Pestilence**

**Year B**



***Revolution***



***Hola Mexico***



***Darwin***

***Firedamp & Davy Lights***

***Ancient Mayans***