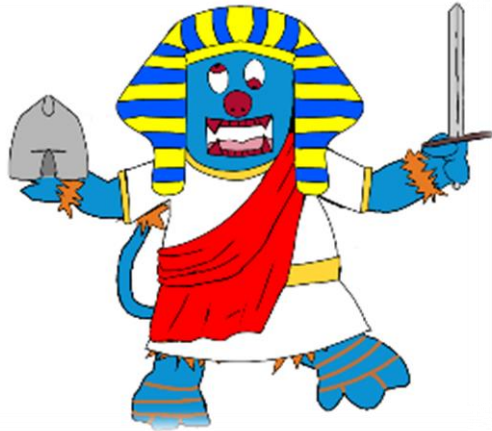


The Priestley Progress Path

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. 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

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

Skills & Enquiry

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

Chronology



EYFS Historians

Will be able to:

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.*



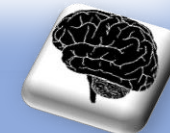
KS1 Historians

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



King Arthur

Mary Anning



Grace Darling



Queen Victoria



**Neil Armstrong
Buzz Aldrin**

Samuel Pepys



Mary Seacole



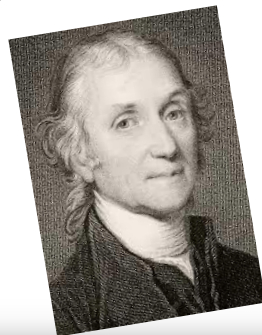
Sir Edmund Hillary



Tenzing Norgay



Joseph Priestley



Helen Sharman



Christopher Columbus



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



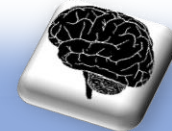
Lower KS2 Historians

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

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

Tribal Tales Vocabulary



Bronze age *Iron age* *Stone age*
Archaeologist *Armour* *Artefact*
Burial *Celts* *Fort*
Roundhouse *Tribe* *Solstice*

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	Viking	Army	
Conquer	Defend		Invade
King	Knights	Longhouse	

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

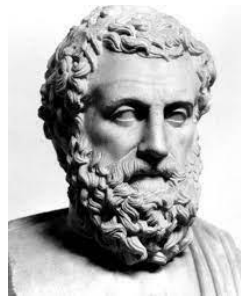


Zeus



Julius Caesar

Aristotle



Boudicca



Stonehenge



Isambard Kingdom Brunel



Boudicca



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



Robert Falcon Scott



Edward III



Operation Pied Piper



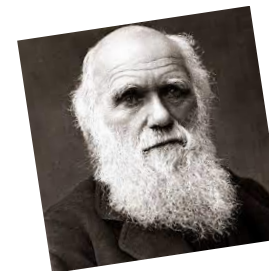
Sir Tom Moore



Pakal the Great



Lady Diana



Charles Darwin



Emeline Pankhurst



Lord Shaftsbury



Sir David Attenborough



Alan Turing



Sir Winston Churchill



Upper KS2 History



Year A



Peasants,



A Childs War



Time Traveller

Princes and Pestilence

Year B



Revolution



Firedamp & Davy Lights



Hola Mexico

Ancient Mayans



Darwin