

## 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>
<b><u>Substantive Knowledge</u></b> <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
<b><u>Disciplinary knowledge</u></b> <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, newspapers Paintings, portraits, prints, drawings Statues, sculptures, monuments	Photographs Maps Films – Pathe News Artefacts Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments
<b><u>Disciplinary Knowledge</u></b> <i>Critical thinking skills</i>	Pupils develop their understanding of significant people, places and events in the past <b><u>using basic subject vocabulary</u></b> through <b><u>identifying, selecting, describing and sequencing</u></b> information from a variety of historical sources to <b><u>compare and contrast</u></b> and <b><u>offer reasons</u></b> 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.					
<b><u>Second Order Concepts threads</u></b> <i>(also specialist vocabulary and key terms)</i>	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
<b><u>Substantive Concepts threads</u></b> <i>(also specialist vocabulary and key terms)</i>	Exploration Empire Monarch Slave Trade New World Equality Government	Empire Monarch 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
<b><u>Additional specialist vocabulary and key term threads</u></b>	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: Additional Non-Collins Enquiries – Key Stage 1

Enquiry	<i>How did people enjoy themselves at London frost fairs?</i>	<i>Why do we know so much about what happened in the Great Fire of London?</i>	<i>Why did Delia buy a new hat?</i>			
<b><u>Substantive Knowledge</u></b> <i>Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details)</i>	Events beyond living memory Lives of significant individuals	Events beyond living memory Lives of significant individuals	Events beyond living memory			
<b><u>Disciplinary knowledge</u></b> <i>Historical techniques – source threads</i>	Artefacts    Photographs Letters and telegrams    Maps Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments	Artefacts    Photographs Letters and telegrams    Maps Films – Pathe Newsreels and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments	Artefacts    Photographs Letters and telegrams    Maps Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments			
<b><u>Disciplinary Knowledge Critical thinking skills</u></b>	Pupils develop their understanding of significant people, places and events in the past <b><u>using basic subject vocabulary</u></b> through <b><u>identifying, selecting, describing</u></b> and <b><u>sequencing</u></b> information from a variety of historical sources to <b><u>compare and contrast</u></b> and <b><u>offer reasons</u></b> 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.					
<b><u>Second Order Concepts threads</u></b> <i>(also specialist vocabulary and key terms)</i>	Continuity    Causation Significance    Sources Similarity and difference	Change    Causation Significance    Chronology Similarity and difference Sources    Empathy	Change    Continuity Causation    Significance Similarity and difference Sources    Chronology Empathy			
<b><u>Substantive Concept threads</u></b> <i>(also specialist vocabulary and key terms)</i>	Monarch    Country Entertainment    Leisure Society    Settlement Social class    Climate	Monarch    Settlement Social class    Climate Religion    Hazard	Empire    Monarchy Social class    Society Transport    Edwardians Migration    Poverty Industrial Revolution    Wealth			
<b><u>Additional specialist vocabulary and key term threads</u></b>	Timeline    Souvenir Primary evidence    Spit Secondary evidence    River Commemorate    Diarist Booth    Tavern Goldsmith    Huffing Trinket    Carnival	Timeline    Reliable Primary evidence    Brigade Secondary evidence    City Commemorate    Trustworthy Extinguish    Insurance Living standards    Firebreak Sporadic    Reconstruct Redesign    Militia	Timeline    Voyage Primary evidence    Period Secondary evidence    Era Commemorate    Aristocrat Working class    Emigrant Living standards    Immigrant Maiden    Disaster Maritime			

**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>
<b>Substantive Knowledge</b> <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	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
<b>Disciplinary knowledge</b> <i>Historical techniques – source threads. High-lighted red – established during Key Stage 1</i>	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 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 Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass
<b>Disciplinary Knowledge</b> <i>Critical thinking skills</i>	Pupils demonstrate a more nuanced understanding <b>using more sophisticated subject vocabulary</b> of significant people, places, situations, changes and events of British history through <b>synthesising</b> relevant information from a broad range of historical sources to <b>explain through more informed responses</b> how and why people lived and behaved at particular times in the past making meaningful links between them.					
<b>Second Order Concepts</b> <i>threads (also specialist vocabulary and key terms), Highlighted red established during Key Stage 1</i>	Change Continuity Causation Significance Similarity and difference Sources Chronology	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy	Change Continuity Causation Significance Similarity and difference Perspective Sources Chronology Empathy
<b>Substantive Concepts</b> <i>threads (also specialist vocabulary and key terms) Highlighted red established during Key Stage 1</i>	Society Agriculture Settlement Economy Tribe Trade Migration	Society Agriculture Settlement Economy Tribe Trade Technology Power Social class	Society Agriculture Settlement Economy Tribe Trade Peace War Conflict Religion Natural resources	Society Settlement Economy Trade War Conflict Natural resources Country Civilisation Empire Military Slave	Society Settlement Religion Kingdom Country Monarchy Conflict War	Society Settlement Economy War Conflict Religion Natural resources Migration Climate Kingdom Country Monarchy
<b>Additional specialist vocabulary and key term threads</b> <i>High-lighted red – established during Key Stage 1</i>	Primary evidence Anachronism Secondary evidence Archaeologist Subsistence Artefact Excavation Hunter-gatherer Nomadic Knapping Domesticate Ceremony Palaeolithic Mesolithic Neolithic Timeline	Primary evidence Smelting Secondary evidence BC Alloy Status Social class Monument Ceremony Interred Commemorate Cist Capstone Timeline Artefact Stone circle Archaeologist Chieftain	Primary evidence Smelting Secondary evidence BC Alloy Hillfort Rampart Palisade Celts Siege Inscription Barter Votive Hoard Currency Invasion	Primary evidence Border Secondary evidence AD Conquest Invasion Occupy Pacify Uprising Plebian Ianista Philosopher Gladiator Artefact Emperor Rebel Resistance Conquer Authority Millennium	Primary evidence Barbarian Secondary evidence AD Roman Catholicism Pagan Pope Conversion Chronicle Christian Noble Status Social class Serf Feudal Reconstruct Timeline Treaty Chronological Rule Millennium Century	Primary evidence Pagan Secondary evidence Conversion Chronicle Norsemen Invasion Longship Myth Legend Legacy Witan Occupy Territory Homeland Motive Resist Timeline

## Progression in Knowledge and Skills: Additional Non-Collins Enquiries – Lower Key Stage 2

<i>Enquiry</i>	<i>Why were castles so important to the Normans?</i>					
<b><u>Substantive Knowledge</u></b> <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					
<b><u>Disciplinary knowledge</u></b> <i>Historical techniques – source threads.</i> <i>Highlighted red – established during Key Stage 1</i>	Artefacts Photographs Maps Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Tapestry					
<b><u>Disciplinary Knowledge</u></b> <i>Critical thinking skills</i>	Pupils demonstrate a more nuanced understanding <b><i>using a more sophisticated subject vocabulary</i></b> of significant people, places, situations, changes and events of British history through <b><i>synthesising</i></b> relevant information from a broad range of historical sources to <b><i>explain through more informed responses</i></b> how and why people lived and behaved at particular times in the past making meaningful links between them.					
<b><u>Second Order Concepts</u></b> <i>threads</i> <i>Highlighted red established during Key Stage 1</i>	Change      Continuity Causation    Significance Similarity and difference Perspective    Sources Chronology    Empathy					
<b><u>Substantive Concept threads</u></b> <i>(also specialist vocabulary and key term threads)</i> <i>Highlighted red established during Key Stage 1</i>	War            Monarchy Power        Castle Natural resources    Trade Conflict      Settlement Society      Medieval Tourism     Social class Military     Economy Migration    Kingdom					
<b><u>Additional specialist vocabulary and key term threads</u></b> <i>Highlighted red – established during Key Stage 1</i>	Primary evidence    Depict Secondary evidence    Invasion Tapestry            Tribute Knight                Noble Commoner            Serf Subdue                Conquer Defence                Intimidate Deterrent              Chronicle Feudal                 Tax					

## 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>				
<b>Substantive Knowledge</b> <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				
<b>Disciplinary knowledge</b> <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>	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				
<b>Disciplinary Knowledge</b> <i>Critical thinking skills</i>	Pupils reach <b>informed conclusions</b> and make <b>reasoned judgements</b> using <b>increasingly specialised vocabulary</b> as they <b>select</b> and <b>evaluate, critique and justify</b> 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.									
<b>Second Order Concepts</b> <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 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
<b>Substantive Concepts</b> <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>	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 Empire Kingdom Country Society Industrial Revolution Peace Religion Conflict War Monarchy Social class Transport Natural resources	Empire Dynasty Civilisation Monarchy Religion Society War Conflict Power Settlement Country Military Natural resources Slave	Civilisation Empire War Conflict Power Society Monarchy Military Government Monarchy Kingdom Society	Empire Country Monarchy Imperialism Natural resources Trade Commonwealth Economy Industrial Revolution War Religion Slave Government Migration Climate Kingdom		
<b>Additional specialist vocabulary and key term threads</b> <i>Highlighted red – established during 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 Invasion Occupy Fuhrer Politician Reich Prime Minister Luftwaffe Royal Air Force Alliance Evacuation RADAR Combat Blitzkrieg Neutral Dependency Command Superiority Campaign Propaganda	Artefact Cathedral City Battle Civil war Emperor Roman Catholicism Bishop Protestantism Puritan Tithe Cavalier Roundhead Propaganda Reformer Philanthropist Peasant Quarter Factory Exploitation	Artefact Oracle Archaeologist Noble Emperor Chamber Ceremonial Grave goods Tomb Sculpture Reconstruct Legend Myth Parchment Intercede Inscription Divining Conquest Restoration Valley	Artefact City-state Sparta Troy Siege Myth Legend Engraving Manuscript Mosaic Authenticate Depiction Envoy Conquest Ruler Warrior Deception	Ruler Colony Sovereign Independent Self-governing Maintain Exploit Manufacture Conquer Freedom Prime Minister President Parliament Rights Imperial Federation Indigenous Invasion Occupy Battle			

## Progression in Knowledge and Skills: Additional Non-Collins Enquiries – Upper Key Stage 2

Enquiry	<i>How have medical breakthroughs of the last 250 years affected life in Britain?</i>	<i>What happened to the boy behind the golden mask?</i>	<i>What was life like in Baghdad during the Golden Age of Islam?</i>	<i>Who were Elizabeth's sea dogs and why did they make Phillip so angry?</i>	<i>Why is Anthony considered to be a great Victorian?</i>
<b>Substantive Knowledge</b> <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	The achievements of the earliest civilisations	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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>Disciplinary Knowledge</b> <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>	Artefacts Photographs Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Tabular and graphical data	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 Paintings, portraits, prints, drawings Hieroglyphics	Artefacts Photographs Maps Manuscripts Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Artist reconstructions Paintings, portraits, prints, drawings Statues, sculptures, monuments Tabular and graphical data	Artefacts Photographs Maps Letters Artist reconstructions Book extracts – journals/diaries, Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Speeches Statues, sculptures, monuments	Photographs Letters and telegrams Maps Films – Pathe News and modern Book extracts, posters, newspapers Paintings, portraits, prints, drawings Factory reports Speeches Statues, sculptures, monuments
<b>Disciplinary Knowledge</b> Critical thinking skills	Pupils reach <b>informed conclusions</b> and make <b>reasoned judgements</b> using <b>increasingly specialised vocabulary</b> as they <b>select</b> and <b>evaluate</b> , <b>critique</b> and <b>justify</b> 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.				
<b>Second Order Concepts threads</b> (also specialised vocabulary and key terms) <i>Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Change Causation Continuity Significance Similarity and difference Perspective Sources Chronology Empathy	Change Causation Continuity Significance Similarity and difference Perspective Sources Chronology Empathy	Change Causation Continuity Significance Similarity and difference Perspective Sources Chronology Empathy	Change Causation Continuity Significance Similarity and difference Perspective Sources Chronology Empathy	Change Causation Continuity Significance Similarity and difference Perspective Sources Chronology Empathy
<b>Substantive Concepts threads</b> (also specialist vocabulary and key terms) <i>Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Society Parliament Medicine War Disease Agriculture Religion Public health War Hazard	Civilisation Religion Society Location Monarchy Agriculture Conflict Power Disease Transport Military War Empire	Civilisation Trade Religion Settlement Country Society Location Agriculture Power Transport Empire Peace	Location Empire Religion Monarchy Slave Trade Conflict Civilisation Power Climate Military Country Natural resources War	Industrial Revolution Empire Religion Natural resources Raw material Trade Government Economy Child labour Society Social reform Migration
<b>Additional specialist vocabulary and key term threads</b> <i>Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Timeline Vaccine Life expectancy Bacteria Sanitation Plague Hygiene Smallpox Epidemic Superstition Antiseptic Antibiotic Infant mortality Virus Maternal mortality National Health Service	Pharaoh Conquest Book of the Dead Ma'at Valley of Kings Artefact Archaeologist Ceremony Worship Revere Intercede Forensic Sarcophagus Alliance Embalm Desiccate Timeline Hieroglyphics Pyramid Sphinx	City Design Invention Engineer Islam Muslim Inhabitant Sultan Metropolis Philosopher Scholar Caliph Merchant Mechanical Route River Silk Road Exploration	New World Debt Vulnerable Wealth Pirate Privateer Letter of Marque Seafarer Armada Navy Fleet Galleon Finance Settlers Indigenous Conquistador Invincible Colony Conquest Manoeuvrable	Colony Era Innovation Mill Foundry Manufacture Colliery Reformer Domestic system Exploitation Factory system Technological Member of Parliament Export Prime Minister Smelting

