

HISTORY – Cycle A			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (A) Phase: EYFS	baby child adult younger older past birthday age old young	<u>All About Me</u> <ul style="list-style-type: none"> <li>I know that when I was born I was a baby. [Understanding the World: Past and Present]</li> <li>I know that I am getting older. [Understanding the World: Past and Present]</li> <li>I know how old I am. [Understanding the World: Past and Present]</li> <li>I know when my birthday is. [Understanding the World: Past and Present]</li> <li>I know that my parents or carers are older than me. [Understanding the World: Past and Present]</li> </ul>	<u>All About Me</u> <ul style="list-style-type: none"> <li>I can use the words ‘older’ and ‘younger’ when I speak about my family. [Communication and Language: Speaking]</li> <li>I can order pictures of myself from the oldest picture to the most recent picture. [Communication and Language: Speaking]</li> <li>I can ask questions about the past. [Communication and Language: Listening, Attention and Understanding]</li> </ul>
Spring 1 (A) Phase: EYFS	in the past now older newer change different same similar	<u>Fairy Tales</u> <ul style="list-style-type: none"> <li>I know some similarities between how people lived in the past and how people live today. [Understanding the World: Past and Present]</li> <li>I know some differences between how people lived in the past and how people live today. [Understanding the World: Past and Present]</li> </ul>	<u>Fairy Tales</u> <ul style="list-style-type: none"> <li>I can order pictures of houses from the earliest time period to the most recent. [Understanding the World: Past and Present]</li> <li>I can ask questions about the past. [Communication and Language: Listening, Attention and Understanding]</li> </ul>
Summer 2 (A) Phase: EYFS	past now changed improved used to	<u>People Who Help Us</u> <ul style="list-style-type: none"> <li>I know some of the differences and similarities between the equipment used by the emergency services in the past and the present. [Understanding the World: Past and Present]</li> <li>I know why technology has advanced to help to keep us safe. [Understanding the World: Past and Present]</li> </ul>	<u>People Who Help Us</u> <ul style="list-style-type: none"> <li>I can say how fire fighters used to fight fires before there were fire engines and pumps. [Understanding the World: Past and Present]</li> <li>I can talk about how people can keep themselves safer than they could in the past. [Understanding the World: Past and Present]</li> <li>I can talk about some famous events from the past, such as The Great Fire of London. [Communication and Language: Speaking]</li> <li>I can ask questions about the past. [Communication and Language: Listening, Attention and Understanding]</li> </ul>
Autumn 1 (A) Phase: Y1/2	In the past a long time ago centuries ago before the same different	<u>Back to the Stone Age</u> <ul style="list-style-type: none"> <li>I know how harvesting in the Stone Age was different from how we harvest now.</li> <li>I know why people from the Stone Age were hunters and gatherers.</li> <li>I know how Stone Age people lived, including shelter, food and clothing.</li> </ul>	<u>Back to the Stone Age</u> <ul style="list-style-type: none"> <li>I can ask questions such as: What was it like for people? What happened? How long ago?</li> <li>I can recognise that there are reasons why people in the past acted as they did.</li> <li>I can use artefacts, pictures, stories, online sources to find out about the past.</li> <li>I can use key vocabulary related to time.</li> </ul>
Spring 1 (A) Phase: Y1/2	years ago decades ago in the past in the present era nowadays when my parents/carers were children	<u>From Book to Film</u> <ul style="list-style-type: none"> <li>I know that Walt Disney took inspiration from Hans Christian Andersen for his characters and stories.</li> <li>I know the chronology of some of the events in Walt Disney’s life.</li> </ul>	<u>From Book to Film</u> <ul style="list-style-type: none"> <li>I can ask questions such as: What was it like for people? What happened? How long ago?</li> <li>I can use artefacts, pictures, stories, online sources to find out about the past.</li> <li>I can place events on a timeline by thinking about the order in which events happened.</li> <li>I can use key vocabulary related to time.</li> </ul>
Summer 2 (A) Phase: Y1/2	years ago decades ago in the past in the present era nowadays when my parents/carers were children older newer same different change	<u>Amazing Amy</u> <ul style="list-style-type: none"> <li>I know about the life of a significant local individual – Amy Johnson.</li> <li>I know some of the ways that life was very different for women when Amy Johnson was alive.</li> <li>I know the chronology of some of the events from Amy Johnson’s life.</li> <li>I know about some of the changes in travel and transport from the Wright brothers to the modern day.</li> <li>I know why Amy Johnson is thought of as an ‘incredible human.’</li> </ul>	<u>Amazing Amy</u> <ul style="list-style-type: none"> <li>I can use artefacts, pictures, stories, online sources to find out about the past.</li> <li>I can ask questions such as: What was it like for people? What happened? How long ago? To find out about the past.</li> <li>I can place events on a timeline by thinking about the order in which events happened.</li> <li>I can use key vocabulary related to time.</li> </ul>

Autumn 1 (A) Phase: Y3/4	invasion centuries ago similarities include differences impact	<u>Vikings</u> <ul style="list-style-type: none"> <li>I know some key events from the Viking era.</li> <li>I know the origins of Vikings.</li> <li>I know why Vikings invaded countries and effect it had.</li> <li>I know how Vikings lived.</li> </ul>	<u>Vikings</u> <ul style="list-style-type: none"> <li>I can key use to plot events on a timeline of key periods of the Viking era.</li> <li>I can use artefacts and sources of evidence to find out about how Vikings lived.</li> <li>I can use artefacts and sources of evidence to investigate the past.</li> <li>I can use artefacts and sources of evidence to answer questions about the past.</li> </ul>
Spring 1 (A) Phase: Y3/4	decades ago when my great grandparents were younger cause consequence effect artefact civilians	<u>The Second World War</u> <ul style="list-style-type: none"> <li>I know some key events from the Second World War.</li> <li>I know some of roles that women had during the Second World War on the home front.</li> <li>I know some of the key figures involved in the Second World War.</li> </ul>	<u>The Second World War</u> <ul style="list-style-type: none"> <li>I can use key dates to plot events on a timeline.</li> <li>I can add key information to a timeline.</li> <li>I can use artefacts and sources of evidence to investigate the past.</li> <li>I can use artefacts and sources of evidence to answer questions about the past.</li> <li>I know how the Second World War impacted the lives of civilians.</li> </ul>
Summer 2 (A) Phase: Y3/4	centuries ago in the modern era chronological cause consequence	<u>Invictus Games</u> <ul style="list-style-type: none"> <li>I know how the legacy of Greek culture has impacted on British history in the present day, including our participation in the Olympic, Paralympic and Invictus games.</li> <li>I know why the Invictus Games started.</li> <li>I know who founded the Invictus games.</li> </ul>	<u>Invictus Games</u> <ul style="list-style-type: none"> <li>I can use key dates to plot events on a timeline.</li> <li>I can add key information to a timeline.</li> <li>I can suggest causes and consequences of change over time.</li> </ul>
Autumn 1 (A) Phase: Y5/6	AD BC democracy legacy cause consequence connection during the reign of... throughout the...period... towards the end of...	<u>The Ancient Greeks</u> <ul style="list-style-type: none"> <li>I know who Alexander the Great was.</li> <li>I know the size of the Ancient Greek Empire in contrast to modern-day Greece.</li> <li>I know what AD and BC mean.</li> <li>I know how events in ancient Greece influenced the western world today.</li> <li>I know historians use sources of evidence to decide if events really happened for example the events related to the Trojan horse.</li> <li>I know that democracy started in Athens.</li> </ul>	<u>The Ancient Greeks</u> <ul style="list-style-type: none"> <li>I can describe the main attitudes and beliefs of men, women and children during the Ancient Greek period.</li> <li>I can think like a historian to analyse the main social and political changes during the Ancient Greek period.</li> <li>I can create my own timeline of key events during the Greek period and use it to describe chronology and change.</li> <li>I can analyse the reliability of sources of evidence when investigating the Greek period.</li> </ul>
Spring 1 (A) Phase: Y5/6	source primary evidence secondary evidence reliability throughout the...period... invasion	<u>The Anglo-Saxons</u> <ul style="list-style-type: none"> <li>I know why the Anglo-Saxons invaded Britain.</li> <li>I know how life in Britain changes as a result of the Anglo-Saxon invasions.</li> </ul>	<u>The Anglo-Saxons</u> <ul style="list-style-type: none"> <li>I can compare and contrast some key features of life in Anglo-Saxon Britain.</li> <li>I can analyse historical evidence to make claims about Anglo-Saxon life and culture.</li> </ul>
Summer 2 (A) Phase: Y5/6	legacy historical significance historically significant individual	<u>A gentleman's game?</u> <ul style="list-style-type: none"> <li>I know the key dates (start, changes to rules, competitions, notable games) of the history of rugby and how this impacted the history of rugby in our local area.</li> <li>I know the meaning of historical significance.</li> </ul>	<u>A gentleman's game?</u> <ul style="list-style-type: none"> <li>I can act like a historian to use sources of evidence when investigating the extent of change in relation to rugby, both locally and nationally.</li> <li>I can create my own timeline of key events, using information that I have gathered from sources of evidence.</li> <li>I can discuss why no single source of evidence gives the full answer to questions about the past.</li> <li>I can act like a historian to decide whether Clive Sullivan was a historically significant individual.</li> </ul>

HISTORY – Cycle B			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (B) Phase: EYFS	a long time ago past now change same different	<u>Medieval Times</u> <ul style="list-style-type: none"> <li>I know that life was different in medieval times. [Understanding the World: Past and Present]</li> <li>I know where kings or queens from the past used to live. [Understanding the World: Past and Present]</li> <li>I know where kings or queens in the present day live. [Understanding the World: Past and Present]</li> </ul>	<u>Medieval Times</u> <ul style="list-style-type: none"> <li>I can name some of the things we have now that people did not have in medieval times. [Understanding the World: Past and Present]</li> <li>I can compare the homes of royalty from past and present. [Understanding the World: Past and Present; Communication and Language: Speaking]</li> </ul>
Spring 1 (B) Phase: EYFS	Old and New Then and now Same and different	<u>Materials That We Use</u> <ul style="list-style-type: none"> <li>I know how styles have changed over time. [Understanding the World: Past and Present]</li> <li>I know why styles of outfit have changed over time. [Understanding the World: Past and Present]</li> </ul>	<u>Materials That We Use</u> <ul style="list-style-type: none"> <li>I can order pictures of outfits from the earliest time period to the most recent. [Understanding the World: Past and Present]</li> <li>I can compare different styles of outfit from the past and the present. [Understanding the World: Past and Present]</li> </ul>
Summer 1 (B) Phase: EYFS	Before I was born Years ago Then and now Change	<u>Julia Donaldson vs John Burningham</u> <ul style="list-style-type: none"> <li>I know what people used before there were cars. [Understanding the World: Past and Present]</li> <li>I know why transport has changed over time. [Understanding the World: Past and Present]</li> </ul>	<u>Julia Donaldson vs John Burningham</u> <ul style="list-style-type: none"> <li>I can order pictures of transport from the earliest time-period to the most recent. [Understanding the World: Past and Present]</li> <li>I can explain why transport has changed over time. [Communication and Language: Speaking]</li> </ul>
Autumn 1 (B) Phase: Y1/2	in the past a long time ago nowadays same different present	<u>The Victorians</u> <ul style="list-style-type: none"> <li>I know what life was like for a Victorian school child.</li> <li>I know the similarities and differences between Victorian school equipment and the objects that are found in school now.</li> <li>I know why modern rules and routines differ from schools in the Victorian era.</li> </ul>	<u>The Victorians</u> <ul style="list-style-type: none"> <li>I can place events on a timeline by thinking about the order in which events happened.</li> <li>I can compare a Victorian school to a modern day school.</li> <li>I can use key vocabulary related to time.</li> <li>I can use artefacts, pictures, stories and online resources to find out about the past.</li> </ul>
Spring 1 (B) Phase: Y1/2	now then yesterday last week / month / year x years ago. . . decades when my parents / carers were children . . .	<u>Magical Memories</u> <ul style="list-style-type: none"> <li>I know that technology is always developing.</li> <li>I know the year that I was born in.</li> <li>I know how to use artefacts to find out about the past.</li> </ul>	<u>Magical Memories</u> <ul style="list-style-type: none"> <li>I can recount changes that have occurred in my own lifetime.</li> <li>I can place events from my own life on a timeline.</li> <li>I can use key vocabulary related to time.</li> <li>I can compare my own life to what life was like for my parents and carers when they were children.</li> </ul>
Summer 1 (B) Phase: Y1/2	same different in the past years ago nowadays present	<u>Significant Working Women</u> <ul style="list-style-type: none"> <li>I know about the life of a significant individual – Beatrix Potter</li> <li>I know some of the ways that life was very different for women when Beatrix Potter was alive.</li> <li>I know the chronology of some of the events from Beatrix Potter’s working life.</li> </ul>	<u>Significant Working Women</u> <ul style="list-style-type: none"> <li>I can use artefacts, pictures, stories, online sources to find out about the past.</li> <li>I can ask questions such as: What was it like for people? What happened? How long ago?</li> <li>I can place events on a timeline by thinking about the order in which events happened.</li> </ul>
Autumn 1 (B) Phase: Y3/4	monarchy reign chronological social status similarities differences	<u>Henry VIII</u> <ul style="list-style-type: none"> <li>I know some key facts about the reign of Henry VIII.</li> <li>I know how the daily life of the rich and the poor was different during the reign of Henry VIII.</li> </ul>	<u>Henry VIII</u> <ul style="list-style-type: none"> <li>I can use key dates to plot events on a timeline.</li> <li>I can add key information to a timeline.</li> <li>I can talk about the main differences in the daily lives of the rich and poor during the reign of Henry VIII.</li> </ul>
Spring 1 (B) Phase: Y3/4	primary source secondary source trend cause consequence effect	<u>A Stitch in Time</u> <ul style="list-style-type: none"> <li>I know that fashion has changed through the ages.</li> <li>I can use sources of evidence to investigate key questions such as: Would parents in the 1960’s would have been happy with their children’s choice of clothing?</li> <li>I know that some people’s income in the 1960’s had risen since the Second World War and the impact that this had on fashion buying.</li> </ul>	<u>A Stitch in Time</u> <ul style="list-style-type: none"> <li>I can discuss the pace of change in relation to the development of fashion across the 1960s.</li> </ul>

<p>Summer 1 (B) Phase: Y3/4</p>	<p>Neolithic Stone age Iron age Bronze age Sources of evidence Historians Investigate Archaeologists</p>	<p><u>Roald Dahl vs David Walliams</u></p> <ul style="list-style-type: none"> <li>I know how life has changed from the Stone Age through to the Iron Age and I can compare this to the present era.</li> </ul>	<p><u>Roald Dahl vs David Walliams</u></p> <ul style="list-style-type: none"> <li>I can explain how sources of evidence are used to investigate the past.</li> <li>I can use sources of evidence to answer questions such as: Would the woolly mammoth from the book The Ice Monster have visited Skara Brae?</li> <li>I can act like a historian to find out changes in Britain from the Stone Age to the Iron Age.</li> <li>I can use key dates to plot events on a timeline.</li> <li>I can add key information to a timeline.</li> </ul>
<p>Autumn 1 (B) Phase: Y5/6</p>	<p>invasion resistance influence empire emperor cause effect consequence</p>	<p><u>Roman Empire</u></p> <ul style="list-style-type: none"> <li>I know about the Roman Empire and its impact on Britain.</li> <li>I know about the resistance of Queen Boudicca.</li> </ul>	<p><u>Roman Empire</u></p> <ul style="list-style-type: none"> <li>I can discuss the 'Romanisation' of Britain, by analysing sites such as Caerwent.</li> <li>I can discuss the cause and effect in relation to how the Romans impacted technology.</li> <li>I can discuss how the Roman Empire influenced the culture and beliefs in Britain, including early Christianity.</li> </ul>
<p>Spring 1 (B) Phase: Y5/6</p>	<p>industry wealth class monarch monarchy Catholic Protestant division parliament hierarchy social order</p>	<p><u>Elizabethans</u></p> <ul style="list-style-type: none"> <li>I know that Queen Elizabeth I was the ruler during the Elizabethan era.</li> <li>I know that England was divided by religion in the 16<sup>th</sup> century.</li> </ul>	<p><u>Elizabethans</u></p> <ul style="list-style-type: none"> <li>I can discuss why the Poor Laws were introduced towards the end of the Elizabethan era.</li> <li>I can show my knowledge of the chronology of kings and queens by plotting their reigns in order on a timeline.</li> <li>I can compare the role of the monarch in the Elizabethan era to the role of a monarch today.</li> <li>I can act like a historian, by looking at artefacts and other sources of evidence, to find out about Queen Elizabeth I.</li> </ul>
<p>Summer 1 (B) Phase: Y5/6</p>	<p>campaign turning point legacy</p>	<p><u>Comparing the Edwardian era and Modern-day Britain (The Suffragettes)</u></p> <ul style="list-style-type: none"> <li>I know where the Edwardian era sits chronologically, in comparison to different periods of history that I have studied.</li> </ul>	<p><u>Comparing the Edwardian era and Modern-day Britain (The Suffragettes)</u></p> <ul style="list-style-type: none"> <li>I can talk about a significant turning point in British history, such as the 'Votes for Women' campaign.</li> <li>I can explain why the 'Votes for Women' campaign happened, and give opinions about this.</li> </ul>