

HISTORY – Cycle A			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (A) Phase: Y1/2	past artefacts modern era present era	<u>The Stone Age</u> <ul style="list-style-type: none"> I know that the Stone Age period started millions of years ago. I know that humans started to build huts for houses during the Stone Age. I know that humans hunted and gathered food early in the Stone Age. I know that farms had been invented by the end of the Stone Age. 	<u>The Stone Age</u> <ul style="list-style-type: none"> I can ask questions such as: What was it like for people? What happened? How long ago? I can use artefacts, pictures, stories, online sources to find out about the past. I can use key vocabulary related to time. I can recall some similarities and differences between life in the past and life today including: <ul style="list-style-type: none"> Stone Age shelter, food and clothing. Stone Age harvesting.
Spring 1 (A) Phase: Y1/2	timeline order century before after	<u>Walt Disney's Life</u> <ul style="list-style-type: none"> I know that Walt Disney was born over a century ago. I know that I was born more than a century after Walt Disney. I know that Walt Disney was born thousands of years after the end of the Stone Age. 	<u>Walt Disney's Life</u> <ul style="list-style-type: none"> I can ask questions such as: What was it like for people? What happened? How long ago? I can use artefacts, pictures, stories, online sources to find out about the past. I can place events on a timeline by thinking about the order in which events happened. I can use key vocabulary related to time.
Summer 2 (A) Phase: Y1/2	the same different	<u>Amy Johnson: The Life of a Significant Individual</u> <ul style="list-style-type: none"> I know that Amy Johnson was born two years after Walt Disney. I know that Amy Johnson was the first woman to fly solo from London to Australia. I know that the Wright Brothers invented the first successful aeroplanes over a century ago. 	<u>Amy Johnson: The Life of a Significant Individual</u> <ul style="list-style-type: none"> I can use artefacts, pictures, stories, online sources to find out about the past. I can ask questions such as: What was it like for people? What happened? How long ago? To find out about the past. I can place events on a timeline by thinking about the order in which events happened. I can recall some similarities and differences between life in the past and life today.
Autumn 1 (A) Phase: Y3/4	invasions period of time source of evidence similarities differences	<u>The Vikings</u> <ul style="list-style-type: none"> I know that the Viking Age started over a thousand years ago. I know that the Viking Age started thousands of years after the end of the Stone Age. I know that most Viking houses were made of wood, stone or turf, with thatched roofs. I know that the Vikings grew, hunted or caught everything that they ate. 	<u>The Vikings</u> <ul style="list-style-type: none"> I can key use to plot events on a timeline of key periods of the Viking era. I can use sources of evidence to find out and answer questions about the past. I can discuss similarities and differences within and between time periods, comparing Viking and Stone Age ways of life. I can discuss the cause and consequence of Viking invasions.
Spring 1 (A) Phase: Y3/4	cause consequence significant key figures conscripton	<u>The Second World War</u> <ul style="list-style-type: none"> I know that the Second World War started in 1939, decades ago. I know what conscription was. I know the significance of the roles that women had during the Second World War. 	<u>The Second World War</u> <ul style="list-style-type: none"> I can use key dates and add key information to a timeline. I can use sources of evidence to find out and answer questions about the past. I can discuss the cause and consequence of changes in roles during the second world war.
Summer 2 (A) Phase: Y3/4	founded era culture impact	<u>Ancient Greece (Culture)</u> <ul style="list-style-type: none"> I know where Ancient Greece was. I know that the Ancient Olympic Games date back to around 776 BC, thousands of years ago. I know that the Invictus Games were founded in 2014. I know how Greek history has impacted British culture today. 	<u>Ancient Greece (Culture)</u> <ul style="list-style-type: none"> I can use key dates and add key information to a timeline. I can discuss similarities and differences within and between time periods, comparing Ancient Olympic Games to modern day athletic events.
Autumn 1 (A) Phase: Y5/6	AC and BC compare/comparison contrast analyse chronology	<u>Ancient Greece (Attitudes and Beliefs)</u> <ul style="list-style-type: none"> I know what AD and BC mean. I know how different states in Ancient Greece were governed and ruled. I know that democracy started in Athens. 	<u>Ancient Greece (Attitudes and Beliefs)</u> <ul style="list-style-type: none"> I can draw comparisons and contrasts, creating my own structured account and analysis of the main attitudes and beliefs of men, women and children during the Ancient Greek period. I can think like a historian to analyse the impact of social and physical changes during the Ancient Greek period. I can create my own timeline using information that I have gathered from sources of evidence. I can use my timeline to describe chronology and change.
Spring 1 (A) Phase: Y5/6	account analysis historian interrogate accuracy reliability	<u>The Anglo-Saxons</u> <ul style="list-style-type: none"> I know that the Anglo-Saxon period spanned approximately six centuries. I know where the Anglo-Saxon period falls on a timeline in relation to the other periods of time that I have studied. I know why the Anglo-Saxons invaded Britain. 	<u>The Anglo-Saxons</u> <ul style="list-style-type: none"> I can draw comparisons and contrasts, creating my own structured account and analysis of key features of Anglo-Saxon Britain. I can act like a historian by interrogating sources of evidence to find out and answer questions about the past. I can think like a historian to analyse the impact of Anglo-Saxon invasions.
Summer 2 (A) Phase: Y5/6	legacy historical significance subjective/opinion objective/factual	<u>Clive Sullivan: The Life of a Significant Individual</u> <ul style="list-style-type: none"> I know the key events (start, changes to rules, competitions, notable games) of the history of rugby and how this impacted the history of rugby in our local area. I know the meaning of 'historical significance'. I know that Clive Sullivan was born in 1943, two years before the end of the Second World War. 	<u>Clive Sullivan: The Life of a Significant Individual</u> <ul style="list-style-type: none"> I can act like a historian by interrogating sources of evidence to find out and answer questions about the past. I can create my own timeline using information that I have gathered from sources of evidence. I can use my timeline to describe chronology and change. I can act like a historian to decide whether Clive Sullivan was a historically significant individual.

HISTORY – Cycle B			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (B) Phase: Y1/2	past artefacts modern era century on the throne	<u>The Victorians</u> <ul style="list-style-type: none"> I know that the Victorian era started over a century ago. I know that the Victorian era lasted over sixty years. I know that some poor children couldn't go to school at the beginning of the Victorian era. I know that some Victorian school equipment was different from the equipment we use today. 	<u>The Victorians</u> <ul style="list-style-type: none"> I can place events on a timeline by thinking about the order in which they happened. I can use artefacts, pictures, stories and online resources to find out about the past. I can recall some similarities and differences between life in the past and life today, comparing Victorian and modern day schooling.
Spring 1 (B) Phase: Y1/2	timeline order older younger inventions	<u>Changes Within Living Memory</u> <ul style="list-style-type: none"> I know the year that I was born. I know that my parents are older than me. I know that I am younger than my parents. I know that new inventions lead to changes over time. 	<u>Changes Within Living Memory</u> <ul style="list-style-type: none"> I can place events on a timeline by thinking about the order in which the events happened. I can use key vocabulary related to time. I can use artefacts, pictures, stories, and online resources to find out about the past. I can recall some similarities and differences between life in the past and life today, comparing changes in technology since my parents' and carers' childhoods.
Summer 1 (B) Phase: Y1/2	the same different decades pioneer	<u>Beatrix Potter: The Life of a Significant Individual</u> <ul style="list-style-type: none"> I know that Beatrix was born in the Victorian era, over a century ago. I know that Beatrix Potter was a pioneer decades ago. 	<u>Beatrix Potter: The Life of a Significant Individual</u> <ul style="list-style-type: none"> I can use artefacts, pictures, stories and online sources to find out about the past. I can ask questions such as: What was it like for people? What happened? How long ago? I can place events on a timeline by thinking about the order in which events happened. I can recall some similarities and differences between life in the past and life today including women's lives when Beatrix Potter was alive.
Autumn 1 (B) Phase: Y3/4	period of time source of evidence similarities differences reign	<u>Henry VIII</u> <ul style="list-style-type: none"> I know that Henry VIII reigned during the Tudor period. I know that Henry VIII's reign started hundreds of years before the Victorian era began. 	<u>Henry VIII</u> <ul style="list-style-type: none"> I can use key dates and add key information to a timeline. I can discuss similarities and differences within and between time periods including the daily lives of the rich and poor during the reign of Henry VIII.
Spring 1 (B) Phase: Y3/4	cause and consequence impact conquered empire	<u>The Romans</u> <ul style="list-style-type: none"> I know the difference between AC and BC. I know that the first Romans lived in Italy nearly 3000 years ago. I know that the Romans conquered many lands to create a huge empire. 	<u>The Romans</u> <ul style="list-style-type: none"> I can use key dates and add key information to plot events on a timeline. I can develop an awareness of the Roman Empire and its impact on Britain. I can explain why the Romans wanted to conquer Britain.
Summer 1 (B) Phase: Y3/4	founded era impact change	<u>Stone Age to Iron Age</u> <ul style="list-style-type: none"> I know that the Stone Age was followed by the Bronze Age. I know that the Bronze Age was followed by the Iron Age. I know that improvements in tools and weapons led to other improvements in civilisation. 	<u>Stone Age to Iron Age</u> <ul style="list-style-type: none"> I can use sources of evidence to find out and answer questions about the past. I can use key dates and add key information to a timeline. I can discuss the similarities and differences within and between time periods including Stone Age to Iron Age ways of life.
Autumn 1 (B) Phase: Y5/6	AD and BC compare/comparison contrast analyse chronology	<u>The Romans</u> <ul style="list-style-type: none"> I know that Rome was founded in 753 BC. I know that, in the beginning, Romans worshipped many gods and goddesses. I know that, in AD 313, the persecution of Christians was banned and Christianity became the official religion of the Roman Empire. I know about the resistance of Queen Boudicca. 	<u>The Romans</u> <ul style="list-style-type: none"> I can think like a historian to analyse the impact of the Roman empire on British culture and beliefs (including early Christianity). I can draw comparisons and contrasts, creating my own structured account and analysis of the 'Romanisation' of Britain by analysing sites such as Hadrian's Wall.
Spring 1 (B) Phase: Y5/6	analyse historian interrogate compare contrast	<u>The Elizabethans</u> <ul style="list-style-type: none"> I know that Queen Elizabeth I was the daughter of Henry VIII and Anne Boleyn. I know why England was divided by religion in the 16th century. I know that Shakespeare was at the height of his popularity during the Elizabethan era. I know the chronology of monarchs and can plot their reigns on a timeline. 	<u>The Elizabethans</u> <ul style="list-style-type: none"> I can act like a historian by interrogating sources of evidence to find out and answer questions about the past. I can think like a historian to analyse the impact of the reign of Queen Elizabeth I on British culture.
Summer 1 (B) Phase: Y5/6	legacy historical significance subjective/opinion objective/factual	<u>The Suffragettes</u> <ul style="list-style-type: none"> I know where the Edwardian era sits chronologically, in comparison to different periods of history that I have studied. I know why the 'Votes for Women' campaign was a turning point in British history. 	<u>The Suffragettes</u> <ul style="list-style-type: none"> I can explain why the 'Votes for Women' campaign happened and give opinions about this. I can think like a historian to analyse the impact of the suffragette movement.