

HISTORY – Cycle A

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (A) Phase: EYFS	dinosaur, extinct, tropical, volcanic, scales, spikes, horns, crest, club, plates, feathers	<u>Dinosaurs</u> <ul style="list-style-type: none"> I know some different types of dinosaurs. <i>[The World: ELG]</i> I know how dinosaurs were similar to some of the animals that live today. <i>[The World: ELG]</i> I know that the Earth was different during the time of the dinosaurs. <i>[The World: ELG]</i> 	<u>Dinosaurs</u> <ul style="list-style-type: none"> I can talk about the different features that some dinosaurs had. <i>[The World: ELG]</i> I can talk about what different dinosaurs ate. <i>[The World: ELG]</i> I can talk about volcanoes and earthquakes in the time of the dinosaurs. <i>[The World: ELG]</i>
Spring 1 (A) Phase: EYFS	tradition, past, hero, villain, setting	<u>Traditional Tales</u> <ul style="list-style-type: none"> I know about the different people in different stories. <i>[People & Communities: ELG]</i> I know about the times in which stories are set. <i>[People & Communities: ELG]</i> 	<u>Traditional Tales</u> <ul style="list-style-type: none"> I can talk about what is different about the things that characters do in older stories and what we do <i>[People & Communities: ELG]</i> I can talk about how traditions have changed over time <i>[People & Communities: ELG]</i>
Summer 2 (A) Phase: EYFS	horse and cart, buckets, vehicle, masks, oil lamps, electric lamps, fire exits, stoves, hob, gas, chip pan	<u>People Who Help Us</u> <ul style="list-style-type: none"> I know that some services have changed over time. <i>[People & Communities: ELG]</i> I know how the ways that people stay safe have changed over time. <i>[People & Communities: ELG]</i> 	<u>People Who Help Us</u> <ul style="list-style-type: none"> I can say how fire fighters used to fight fires before there were fire engines and pumps. <i>[People & Communities: ELG]</i> I can talk about how people can keep themselves safer than in the past. <i>[People & Communities: ELG]</i>
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"> I know how harvesting in the Stone Age was different to how we harvest now. I know why people from the Stone Age were hunters and gatherers. I know how Stone Age people lived, including shelter, food and clothing. 	<u>Back to 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 recognise that there are reasons why people in the past acted as they did. I can use artefacts, pictures, stories, online sources and databases to find out about the past. I can use words and phrases such as a long time ago, recently, years, decades and centuries to describe the passing of time.
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"> I know that Walt Disney took inspiration from Hans Christian Andersen for his characters and stories. I know the chronology of the events in Walt Disney's life. 	<u>From Book to Film</u> <ul style="list-style-type: none"> I can ask questions such as: What was it like for people? What happened? How long ago? to find answers to questions about the past. I can use artefacts, pictures, stories, online sources and databases to find out about the past. I can label a timeline with dates and words or phrases such as: past, present, older and newer. I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
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"> I know about the life of a significant local individual – Amy Johnson. I know some of the ways that life was very different for women when Amy Johnson was alive. I know the chronology of key events from Amy Johnson's life. I know about some of the changes in travel and transport from the Wright brothers to the modern day. I know why Amy Johnson is thought of as an 'incredible human.' 	<u>Amazing Amy</u> <ul style="list-style-type: none"> I can use artefacts, pictures, stories, online sources and databases 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 use dates to order some events. I can place some events in order on a timeline. I can label a timeline with words and phrases such as: past, present, older and newer. I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
Autumn 1 (A) Phase: Y3/4	invasion centuries ago similarities include differences include impact	<u>Vikings</u> <ul style="list-style-type: none"> I know some key events from the Viking era. I know the origins of Vikings and the countries they invaded. I know how Vikings lived – jobs, houses. 	<u>Vikings</u> <ul style="list-style-type: none"> I can create my own timeline of key periods of the Viking era. I can use artefacts and sources of evidence to find out about how Vikings lived.

Spring 1 (A) Phase: Y3/4	decades ago when my grandparents were younger cause consequence effect artefact	<u>WWII</u> <ul style="list-style-type: none"> I know some key events from World War 2. I know the roles that women had during World War 2 on the homefront. I know some of the key figures involved in World War 2. 	<u>WWII</u> <ul style="list-style-type: none"> I can create my own timeline of key periods during World War 2. I can use artefacts and sources of evidence to find out about the roles of women in World War 2 on the home front.
Summer 1 (A) Phase: Y3/4	centuries ago in the modern era chronological cause consequence adaptation	<u>Invictus Games</u> <ul style="list-style-type: none"> I know how the Olympic games have changed over time I know key figures relating to different sports I know why the Invictus Games started and who founded them. 	<u>Invictus Games</u> <ul style="list-style-type: none"> I can order events chronologically. I can suggest causes and consequences of change over time. I can identify how sports have been adapted.
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"> I know whom Alexander the Great was. I know the size of the Ancient Greek Empire in contrast to modern-day Greece. I know what AD and BC mean I know key events of the Ancient Greek Empire and era. I know the story of the Trojan Horse I know democracy started in Athens I know the Olympics started in Ancient Greece and how the events that are competed have changed. 	<u>The Ancient Greeks</u> <ul style="list-style-type: none"> I can describe what the culture was like during the Greek period. I can describe the main attitudes and beliefs of men, women and children during the Greek period. I can describe the main social and political changes during the Greek period. I can create my own timeline of key events during the Greek period and describe chronology and change. I can use artefacts and sources of evidence to find out about the Greek period.
Spring 1 (A) Phase: Y5/6	source primary evidence secondary evidence reliability during the reign of... throughout the...period... towards the end of...	<u>The Hundred Years War</u> <ul style="list-style-type: none"> I know the key dates (start and end) of The Hundred Years War. I know the key Monarchs who ruled during The Hundred Years War. I know the key battles of The Hundred Years War. I know details about the Battle of Agincourt. 	<u>The Hundred Years War</u> <ul style="list-style-type: none"> I can use sources of evidence to find out about the Hundred Years War. I can describe the social and religious diversity during the Hundred Years War time period. I can create my own timeline with key monarchs and battles on from this period in history.
Summer 2 (A) Phase: Y5/6	primary evidence secondary evidence evidence reliability time period era legacy	<u>A gentleman's game?</u> <ul style="list-style-type: none"> I know the key dates (start, changes to rules, competitions, notable games) of the history of rugby. I know details about the history of rugby, including key figures/players (Clive Sullivan). I know details about the life of William Webb Ellis. 	<u>A gentleman's game?</u> <ul style="list-style-type: none"> I can use sources of evidence to find out about 1843 onwards linked to the history of rugby in the last 200 years (modern Britain) I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. I can use dates and terms accurately in describing events. I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. I can understand that no single source of evidence gives the full answer to questions about the past. I can describe changes in attitudes towards women in sport.

HISTORY – Cycle B

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (B) Phase: EYFS	medieval, castles, knights, lords, armour, swords, shields, peasants, portcullis, keep, gatehouse, turrets	<u>Fairy Tales</u> <ul style="list-style-type: none"> I know what knights were. <i>[People & Communities: ELG]</i> I know that life was different in medieval times. <i>[People & Communities: ELG]</i> I know what castles were used for. <i>[People & Communities: ELG]</i> 	<u>Fairy Tales</u> <ul style="list-style-type: none"> I can describe how knights fought battles. <i>[People & Communities: ELG]</i> I can name some of the things we have now that people did not have in medieval times. <i>[People & Communities: ELG]</i> I can talk about the people who lived in a castle. <i>[People & Communities: ELG]</i>
Spring 1 (B) Phase: EYFS	copper age, cavemen, skin, animal fur, warm, sew, knit, needle, thread	<u>Materials That We Use</u> <ul style="list-style-type: none"> I know how humans used to keep warm. <i>[People & Communities: ELG]</i> I know how people used to sew clothes by hand. <i>[People & Communities: ELG]</i> 	<u>Materials That We Use</u> <ul style="list-style-type: none"> I can talk about prehistoric people wearing animal skins to keep warm. <i>[People & Communities: ELG]</i> I can describe how people used to use needles and thread to make their clothes. <i>[People & Communities: ELG]</i>
Summer 1 (B) Phase: EYFS	highwayman, robber, stagecoach	<u>Julia Donaldson vs Eric Carle</u> <ul style="list-style-type: none"> I know about the highwaymen that The Highway Rat is based on. <i>[People & Communities: ELG]</i> I know what people used before there were cars. <i>[People & Communities: ELG]</i> 	<u>Julia Donaldson vs Eric Carle</u> <ul style="list-style-type: none"> I can describe a stagecoach. <i>[People & Communities: ELG]</i> I can talk about how highwaymen robbed stagecoaches. <i>[People & Communities: ELG]</i>
Autumn 2 (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"> I know what life was like for a Victorian school child. I know what equipment was used in a Victorian school. I know how Victorian rules and routines differ from a modern day school. 	<u>The Victorians</u> <ul style="list-style-type: none"> I can place events and artefacts in order on a timeline. I can label a timeline with words such as past and present. I can compare a Victorian school to a modern day school.
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"> I know that technology is always changing. I know the year that I was born in. I know how to use artefacts to find out about the past. 	<u>Magical Memories</u> <ul style="list-style-type: none"> I can recount changes that have occurred in my own lifetime. I can place events from my own life on a timeline. I can use words and phrases such as: when my parents and carers were children, years and decades. I can compare my own life to what life was like for my parents and carers when they were children.
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"> I know about the life of a significant individual – Beatrix Potter I know some of the ways that life was very different for women when Beatrix Potter was alive. I know the chronology of key events from Beatrix Potter's working life. 	<u>Significant Working Women</u> <ul style="list-style-type: none"> I can use artefacts, pictures, stories, online sources and databases 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 some events in order on a timeline and label the timeline with key words.
Autumn 1 (B) Phase: Y3/4	monarchy king / queen reign royal chronological rich poor similarities differences	<u>Henry VIII</u> <ul style="list-style-type: none"> I know key facts about the reign of Henry VIII. I know how the daily life of the rich and the poor was different during the reign of Henry VIII. 	<u>Henry VIII</u> <ul style="list-style-type: none"> I can sequence the main events within Henry VIII's life on a timeline. I can talk about the main differences in the daily lives of the rich and poor during the reign of Henry VIII.
Spring 1 (B) Phase: Y3/4	primary source secondary source trend fashion cause consequence change effect	<u>A Stitch in Time</u> <ul style="list-style-type: none"> I know that fashion has changed through the ages. I know what 1960's fashion looks like. I know that music influenced fashion in the 1960s. 	<u>A Stitch in Time</u> <ul style="list-style-type: none"> I can use a range of resources to research fashion through the ages, including primary sources. I can identify 1960's fashion based on the style. I can suggest causes and consequences of some of the main events and changes in fashion in the 1960's.

Summer 1 (B) Phase: Y3/4	investigate primary source secondary source	<ul style="list-style-type: none"> I know how to find out about my own past I know the correct vocabulary to describe the past 	<ul style="list-style-type: none"> I can use evidence to ask questions and find answers about the past. I can use appropriate historical vocabulary
Autumn 1 (B) Phase: Y5/6	invasion resistance influence empire emperor cause effect consequence	<u>Roman Empire</u> <ul style="list-style-type: none"> I know key facts about the invasion of Britain. I know where some of the main roads ran from and to and know how the roads were made. I know about the resistance of Queen Boudicca and understanding different perspectives. I know what the Roman baths were 	<u>Roman Empire</u> <ul style="list-style-type: none"> I can explain the spread of the Roman Empire I can understand why the Romans built new roads in Britain I can understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made.
Spring 1 (B) Phase: Y5/6	industry wealth class monarch ruler monarchy primary evidence secondary evidence evidence diversity	<u>Elizabethans</u> <ul style="list-style-type: none"> I know the role the theatre played in the entertainment industry. I know that wealth was important and had an impact on life in Elizabethan times. I know that the clothing is linked to social class in Elizabethan times. I know the main events that happened during the period 1550 to 1603. I know Queen Elizabeth I was the ruler during this time. 	<u>Elizabethans</u> <ul style="list-style-type: none"> I can use artefacts and sources of evidence to find out about the Elizabethan period. I can discuss the religious diversity during the Elizabethan times. I can describe the social diversity of the Elizabethan society – theatres, playhouses. I can describe the ideas, beliefs, attitudes and experiences of men, women and children. I can create my own timeline of key events during the Elizabethan period and describe chronology and change.
Summer 1 (B) Phase: Y5/6	similarities differences reliability primary evidence secondary evidence evidence continuity change time period era century decade legacy	<u>Comparing the Edwardian era and Modern-day Britain</u> <ul style="list-style-type: none"> I know key information about the Edwardian era I know what it would have been like to live during the Edwardian era I know how life during the Edwardian era is different to life today I know some reasons why some sources of evidence are more/less reliable than others 	<u>Comparing the Edwardian era and Modern-day Britain</u> <ul style="list-style-type: none"> I can use sources of evidence to find out about The Edwardian era. I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men and women. I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. I can use dates and terms accurately in describing events. I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. I can understand that no single source of evidence gives the full answer to questions about the past.