



	Autumn		Spring		Summer	
Little Saints (2yo)	Autumn/Harvest	Mini beasts	On the farm	Growing	Adventures	Animals
DM link/Birth to 5	Recognises key people in their own lives (range 1-2) Is interested in photographs of themselves (range 3) Make connections between the features of their family and other families (DM)					

	Autumn		Spring		Summer	
Nursery	Myself	Christmas	What do you want to be when you grow up?	Growth	Festivals/Change	Our local area
DM Link /Birth to 5	Is interested in photographs of themselves and other familiar people and objects (range 3) Has a sense of own immediate family and relations and pets (range 4) Begin to make sense of their own life-story and family's history (DM)					
Substantive Knowledge	Talk about themselves and their direct family - parents, siblings. Be able to use vocabulary mum, dad, sister, brother. Talk about birthdays - what did they do at their birthday? Talk about how they have changed and grown. What can they do now that they couldn't do when they were a baby?	Share photos of children celebrating Christmas when they were younger and children talk about what	What do you want to be when you grow up? How have you changed? Think about jobs parents have and how their parents have changed from being a child like them to a grown up now.	Talking about how things, such as plants, change over time. What was it like before?	Talk about festivals important to us and our family. Begin to know a simple life cycle. How have we grown?	To begin to understand where we live and can recall their journey to school. Begin to use the language of time to recall an event e.g. then, next.

	Autumn		Spring		Summer	
Reception	My Family	Bonfire Night Transport	Dinosaurs	Around the World	St George's Day	Super heroes Graduation
DM Link/Birth to 5	Remembers and talks about significant events in their own experience. (range 5)	Talks about past and present events in their own life and in the lives of family members (range 6)	Begin to understand how the world has changed since the time of the dinosaurs.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past	Comment on images of the past. Compare and contrast characters from stories, including figures from the past	Comment on images of familiar situations in the past. Begin to make sense of their own life-story and family's history
Substantive Knowledge	Talk about members of their immediate family and community Name and describe people who are familiar to them Photos of the children as babies to compare themselves in the past and how they have changed.	Talk about Guy Fawkes and how he lived in the past, how he looks different from now. Look at transport through the ages and how it has changed. Introduce vocab of past, history and their meanings.	Talk about how Dinosaurs are from the past Talk about what happened to the dinosaurs. Talk about what the world looked like in the past	Talk about Amelia Earhart and how she lived in the past, how transport looks different from now. Look at how the roles in the society have now changed. Compare holidays in their own past. Reinforce vocab of past, history and their meanings.	Talk about what St George did Talk about how St George looked and how it is different in the past to now in the present.	Talk about roles of police officers, fire fighters, nurses and how they are real-life superheroes. Invite people in for talks Talk about how they have changed during their year in Reception and their memories.
ELG	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p>					

	Autumn	Spring	Summer
Year 1/2 Cycle A	The Great Fire of London		Samuel Crompton
NC link	<i>Events beyond living memory that are significant nationally or globally</i>		<i>Significant historical events, people, and places in their own locality</i>
Substantive Knowledge	(A1) I can recall when, where and how the Great Fire of London began. (A2) I can give examples of how the fire spread and how it was eventually put out. (A3) I can describe who Samuel Pepys was and why his diary was important. (A4) I can name significant individuals and their roles in the Great Fire of London (Thomas Farriner, Samuel Pepys, King Charles II).		(A1) I know that Samuel Crompton is an inventor from Bolton who created the Spinning Mule. (A2) The Spinning Mule was a machine that produced cotton, yarn and thread faster than other machines at that time. (A3) I know that a patent is a certificate that gives one person the right to make or sell something and nobody else. (A4) I know that Samuel Crompton did not get a patent for his invention, which means people copied his idea and made their own Spinning Mules.
Disciplinary Knowledge	(S1a) To plot events from the units studied on a simple scaled timeline. (S1b) To be able to retell the timeline using chronological vocabulary e.g., before, after, next, first, last. (S2b) Know and recount stories about the past, knowing and understanding key events. (S3a) Know how to ask and begin to answer questions about events and people in the past e.g. What happened? When? What was it like/ Who was involved? Why? (S3b) Know some ways we find out about the past using artefacts, pictures, texts and websites.		(S1b) To be able to retell the timeline using chronological vocabulary e.g., before, after, next, first, last. (S2a) Recognise the difference between past and present in their own and others' lives of others at different times. (S2c) Know why some people and events are remembered by others: e.g. moon landing. (S3a) Know how to ask and begin to answer questions about events and people in the past e.g. What happened? When? What was it like/ Who was involved? Why?

	Autumn	Spring	Summer
Year 3/4 Cycle A	Ancient Romans		Vikings, Anglo-Saxons & Scots
NC link	<i>The Roman Empire and its impact on Britain.</i>		<i>Britain's settlement by Anglo-Saxons and Scots. Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>
Substantive Knowledge	<p>(A1) I can recall key facts about the Romans.</p> <p>(A2) I can describe the attempted invasion of Britain by Julius Caesar.</p> <p>(A3) I can describe the resistance to Roman rule by the people of Britain, including Boudicca's rebellion.</p> <p>(A4) I can describe the successful invasion by Claudius, including how and when.</p> <p>(A5) I can explain the significance of Hadrian's wall.</p> <p>(A6) I can give examples of the Roman's influence on Britain, their technology and religion.</p>		<p>(A1) I know the Romans withdrew from Britain in AD 410 and the Anglo-Saxons invaded.</p> <p>(A2) I can explain where the Vikings and Anglo-Saxons came from, naming the countries.</p> <p>(A3) I can describe why the Vikings settled in England.</p> <p>(A4) I know the Vikings worshipped many Gods and can name some with their powers.</p> <p>(A5) I can discuss the reign of Alfred the Great and state some facts from this time.</p> <p>(A6) I know the events that led to the battle of Hastings and how Britain came under Norman rule with William the conqueror.</p>
Disciplinary Knowledge	<p>(S1a) To draw and plot periods studied so far, including KS1.</p> <p>(S1b) Understand the terms B.C and A.D (BCE).</p> <p>(S1c) Can begin to understand the past in terms of periods.</p> <p>(S2b) Know that events and people are seen as significant because they result in change. They had consequences for people at the/or over time.</p> <p>(S2c) Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>(S3a) Suggests sources of evidence to use to help ask and answer questions: such as 'how did people ....? What did people do for ....?' Select and record information relevant to the study. Begin to use the library and internet for research.</p>		<p>(S1a) To draw and plot periods studied so far, including KS1.</p> <p>(S1b) Understand the terms B.C and A.D (BCE).</p> <p>(S2a) Find out about everyday lives of people in time studied. Compare with our life today. Identify and understand reasons for and results of people's actions.</p> <p>(S2c) Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>(S3a) Suggests sources of evidence to use to help ask and answer questions: such as 'how did people ....? What did people do for ....?' Select and record information relevant to the study. Begin to use the library and internet for research.</p>

	Autumn	Spring	Summer
Year 5/6 Cycle A	Early Islamic Civilisation		World War II
NC link	A study of a non-European society that provides contrasts with British history		<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i>
Substantive Knowledge	<p>(A1) I can recall key facts about Baghdad.</p> <p>(A2) I can explain what the House of Wisdom was and how it became a centre for learning.</p> <p>(A3) I can explain some of the significant discoveries and studies that were led by early Islamic scholars.</p> <p>(A4) I can who Muhammed was, how the caliphate came to be and explain their roles and responsibilities.</p> <p>(A5) I can identify and talk about different forms of Islamic art and can create my own geometric pattern based on traditional techniques.</p> <p>(A6) I know how the Silk Road helped early Islamic civilisation become a major power.</p>		<p>(A1) I know 5 key dates from World War II.</p> <p>(A2) I can discuss the causes of World War II and can name the events which led to the start of the war.</p> <p>(A3) I can identify the countries that were involved in the conflict (Axis: Germany, Italy and Japan. Allied: England, France and Russia)</p> <p>(A4) I know that the Battle of Britain began in July 1940 and the RAF defended the skies from German invasion.</p> <p>(A5) I can explain the events which led to D-Day (operation overlord) and the Normandy invasion.</p> <p>(A6) I know that VE day is celebrated on 8<sup>th</sup> May, marking the end of the war in Europe following Germany surrendering in 1945.</p>
Disciplinary Knowledge	<p>(S1a) To draw and plot periods and significant events studied so far (BC and AD), including those that overlap.</p> <p>(S1b) To apply historical language of time to explain events and periods.</p> <p>(S2a) Study different aspects of societal roles comparing life in early and modern times.</p> <p>(S2b) Compare aspect of life with the same aspect in another period.</p> <p>(S2c) Know how to identify and describe continuity and change across different periods and societies, using evidence to support an answer.</p> <p>(S3c) Realises that there is often not a single answer to historical questions.</p>		<p>(S1a) To draw and plot periods and significant events studied so far (BC and AD), including those that overlap.</p> <p>(S1b) To apply historical language of time to explain events and periods.</p> <p>(S2b) Compare aspect of life with the same aspect in another period.</p> <p>S3a) Devise and ask historical questions about similarity, difference and significance.</p> <p>(S3b) Chooses reliable sources of evidence to answer questions. Select relevant sections of information.</p> <p>(S3c) Realises that there is often not a single answer to historical questions.</p>