

| | Autumn | | Spring | | Summer | |
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| Little Saints (2yo) | If you go down to the woods today... | Traditional Tales | Winter Animals | Growing | Minibeasts | Zoo Animals |
| DM link/Birth to 5 | Recognises key people in their own lives (range 1-2) Is interested in photographs of themselves (range 3) <i>Make connections between the features of their family and other families (DM)</i> | | | | | |

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| Nursery | Marvellous Me | Once upon a time... Diwali/ Christmas | Who can help us? | Round and round the garden | Amazing Animals | Where are we in the world? |
| 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) <i>Begin to make sense of their own life-story and family's history (DM)</i> | | | | | |
| 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/Divali 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? | Life cycle of an egg - use past tense to describe what has happened and how It has changed St George's Day - how this is a legend from the past | 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. |

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| Reception | What a wonderful world | Bonfire Night To infinity and beyond | Prehistoric Predators | Awesome Authors | St George's Day Down in the Garden | We are all heroes Graduation |
| DM Link/Birth to 5 | Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past | 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 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 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> | | | | | |
| Concepts/Key Vocabulary | Change/past | | | | | |
| | Today, young & photo | Long time ago, old & new | Then, now & yesterday | | Last, next & week | Before, after & present |

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| Year 1/2 Cycle A | The Great Fire of London | | Samuel Crompton |
| NC link | Events beyond living memory that are significant nationally or globally | | Significant historical events, people, and places in their own locality |
| 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. |
| Skills | (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? |
| Key Vocabulary | Century, Plaque, Diary, Rebuild, Parliament, Eyewitness | | Trade, Law, Spinning Mule, Inventor, Hall I'th' Wood, Industry |

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| Year 1/2 Cycle B | Florence Nightingale | | Explorers |
| NC link | Lives of significant individuals in the past who have contributed to national and international achievements | | Changes within living memory. |
| Knowledge | (A1) I can explain who Florence Nightingale was and describe her job. (A2) I can explain that Florence Nightingale lived in the past and why she was influential in nursing. (A3) I can describe the conditions of hospitals before Florence Nightingale and the changes she campaigned for. (A4) I can describe the legacy Florence Nightingale left on nursing and hospitals. | | (A1) I know that Christopher Columbus was an explorer who discovered the Americas. (A2) I know that the discovery of new land by Christopher Columbus had an impact on the world. (A3) I know that Neil Armstrong was the first man on the moon. (A4) I know that Major Tim Peake was the first British astronaut to visit the international space station. |

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| Skills | <p>(S1a) To plot events within the units studied on a more detailed timeline including dates of significant events.</p> <p>(S2b) Know that events, and people are seen as significant because they result in change.</p> <p>(S2c) Can explain why some events in the past were significant. Identify similarities and differences between ways of life at different times</p> <p>(S3a) Choose and use parts of texts and other sources to answer questions about the past and show understanding of events.</p> <p>(S3c) Children know that historians use artefacts including objects and evidence in written form to find out about the past</p> | <p>(S1a) To plot events within the units studied on a more detailed timeline including dates of significant events.</p> <p>(S1b) To be able to use the vocabulary of past and present when describing events.</p> <p>(S2a) Recognise why people did things, why events happened and what happened as a result.</p> <p>(S3b) Looks carefully at pictures or objects to find information about the past.</p> |
| Key Vocabulary | Legacy, Worship, Hospital, Nurse, Conditions, Infection | Civilisation, Change, Voyage, Discovery, Astronaut, Orbit |

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| Year 3/4 Cycle A | Ancient Romans | | Vikings, Anglo-Saxons & Scots |
| NC link | The Roman Empire and its impact on Britain. | | 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 |
| 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> |
| Skills | <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> |

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| Key Vocabulary | Civilisation, Empire, Emperor, Legion, Celts, Invasion | Invasion, Conflict, Settlement, Conversion, Raid, Trade |
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| Year 3/4 Cycle B | Ancient Greeks | | |
| NC link | Ancient Greece – a study of Greek life and achievements and their influence on the western world | | A local history study. |
| Knowledge | <p>(A1) I can recall 4 key dates from the Ancient Greek period.</p> <p>(A2) I know that the Greeks influenced the world by having the first Olympics in Athens in 776 BC.</p> <p>(A3) I know what democracy is and I can make comparisons between the systems in Ancient Greece and the UK.</p> <p>(A4) I know Greeks worshipped many Gods and Goddesses and can recall Zeus, Poseidon, Hades, and Aphrodite.</p> <p>(A5) I know about Alexander the Great and his conquests and can talk about his rule and the expansion of the Greek empire.</p> | | |
| Skills | <p>(S1a) To draw and plot periods and significant events studied so far, including KS1.</p> <p>(S1b) To understand that the term ancient means thousands of years ago.</p> <p>(S1c) Can talk about the past in terms of periods.</p> <p>(S2b) Know that events, people and developments are seen as significant because they result in change.</p> <p>(S2c) Describe some of the similarities and differences between different periods, e.g., social, beliefs</p> <p>(S3b) Know how to ask and answer a variety of questions about the past, considering aspects of change, cause, similarity and difference and significance. Use the library and internet for research.</p> | | <p>(S1a) To draw and plot periods and significant events studied so far, including KS1.</p> <p>(S2a) Identify key features and events of time studied. Look for links and effects in time studied.</p> <p>(S2d) Examine causes and offer a reasonable explanation of some events and the impact on people</p> <p>(S3a) Uses documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about/build a picture of the past.</p> |
| Key Vocabulary | Democracy, Impact, Civilisation, Peasantry, Empire, Conquest | | Empire, Legacy, Reign, Migrate, Revolution, Poverty |

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| Year 5/6 Cycle A | Early Islamic Civilisation | World War II |
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| NC link | A study of 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. |
| 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 8th May, marking the end of the war in Europe following Germany surrendering in 1945.</p> |
| Skills | <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> |
| Key Vocabulary | Empire, Civilisation, Islam, Caliph, Scholar, Innovation | Empire, Conflict, Ration, Evacuation, Propaganda, Nationalism |

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| Year 5/6 Cycle B | Ancient Egyptians | | Prehistoric Civilisations |
| NC link | The achievement of the earliest civilisations | | Changes in Britain from the Stone Age to the Iron Age. |
| Knowledge | <p>(A1) I can recall key facts about Egypt.</p> <p>(A2) I can explain the different roles in Ancient Egyptian society.</p> <p>(A3) I can explain the process of mummification.</p> <p>(A4) I can give examples of some Ancient Egyptian achievements.</p> <p>(A5) I can explain the Ancient Egyptian belief system and name some of the gods/goddesses they believed in.</p> | | <p>(A1) I can recall which tools were critical for the survival of early man.</p> <p>(A2) I can explain how Skara Brae shows that Stone Age people were beginning to change how they lived.</p> <p>(A3) I can understand what copper mining meant to the people of the Bronze Age.</p> <p>(A4) I can name 3 reasons why people think Stonehenge might have been built.</p> <p>(A5) I can explain how homes changed from the Stone Age to the Iron Age.</p> <p>(A6) I can name 2 roles of the druids in Iron Age tribes.</p> |

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| | (A6) I know some of the most famous pharaohs (Tutankhamun, Rameses I, Cleopatra). | |
| Skills | <p>(S1a) To apply their overview and depth studies to understand the long arc of development by using their own scale for all periods studied</p> <p>(S1b) To know that time can be divided into centuries e.g., 19th, 20th etc.</p> <p>(S2a) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>(S2b) Compare beliefs and behaviour with another time studied. Explain past events in terms of cause and effect using evidence to support their explanation.</p> <p>(S3b) Selects the most appropriate source of evidence for tasks.</p> <p>(S3d) Bring knowledge gathered from several sources together in a fluent account.</p> | <p>(S1a) To apply their overview and depth studies to understand the long arc of development by using their own scale for all periods studied</p> <p>(S2c) Understand and explain, using evidence, the reasons why people, events and developments are significant.</p> <p>(S3c) Forms own opinions about historical events from a range of evidence.</p> <p>(S3a) Devise and ask historical questions about change, cause, similarity, difference and significance.</p> |
| Key Vocabulary | Empire, Civilisation, Slave, Hieroglyphics, Pharaoh, Mummification | Trade, Change, Prehistoric, Tribe, Alloy, Sacrifice |