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| KS1 - Cycle A Topic: How am I making history? | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can develop an understanding of personal chronology | understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw | Order events chronologically Ask questions Compare similarities and differences Use primary sources (pictures, objects, conversations) | now present past timeline remember event |
| | Lesson 2: I can learn more about my history | contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and | Compare similarities and differences Ask questions Use primary sources (pictures, objects, conversations) | remember memory past present timeline now |
| | Lesson 3: I can explore how we remember events | analyses gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national | Order events chronologically Ask questions Compare similarities and differences Use primary sources (pictures, objects, conversations) | significant celebrate celebration remember memory event |



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| | Lesson 4: I can find out what childhood was like for parents/grandparents | and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | <p>To understand changes within living memory</p> <p>Ask questions</p> <p>Compare similarities and differences between modern and past lives</p> <p>Use primary sources (pictures, objects, conversations)</p> | <p>childhood</p> <p>parent</p> <p>grandparent</p> <p>family</p> <p>remember</p> <p>living memory</p> <p>past</p> <p>present</p> <p>now</p> |
| | Lesson 5: I can compare childhood now to childhood in the past | | <p>Order events chronologically</p> <p>To understand changes within living memory</p> <p>Ask questions</p> <p>Compare similarities and differences between modern and past lives</p> <p>Use primary sources (pictures, objects, conversations)</p> | <p>past</p> <p>present</p> <p>similar</p> <p>different</p> <p>living memory</p> <p>change</p> <p>lifetime</p> |
| | Lesson 6: I can identify some things that have changed or stayed the same | | <p>To understand changes within living memory</p> <p>Ask questions</p> <p>Compare similarities and differences</p> | <p>time capsule</p> <p>past</p> <p>present</p> <p>future</p> |



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| | | | <p>between modern and past lives</p> <p>Use primary sources (pictures, objects, conversations)</p> | |
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| <p>KS1 - Cycle A Topic: How did we learn to fly? (Bessie Coleman/Neil Armstrong)</p> | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can find out about the Wright Brothers | <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>know and understand significant aspects of the history of the wider</p> | <p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> <p>Identify how key figures of history can influence a time period</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> | <p>beyond living memory</p> <p>past</p> <p>present</p> <p>source</p> <p>evidence</p> <p>decade</p> <p>inventor</p> |



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| | | world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. | Understand where a time period fits in an overall history timeline | |
| | Lesson 2: I can develop an understanding of historical significance | understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. | Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline | beyond living memory past present source evidence historically significant achievement inventor |
| | Lesson 3: I can investigate the impact of first flight | | Ask questions Compare similarities and differences Identify how key figures of history can influence a time period Use primary and secondary sources | beyond living memory past present source evidence historically significant achievement inventor |



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| | | | (pictures, articles, news, report) Understand where a time period fits in an overall history timeline | |
| | Lesson 4: I can develop an understanding of primary sources | | Compare similarities and differences Use primary and secondary sources (pictures, articles, news reports) | beyond living memory past present source primary source eyewitness eyewitness account evidence historically significant achievement |
| | Lesson 5: I can investigate why we remember the moon landing | | Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources | living memory past present source primary source evidence historically significant achievement |



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| | | | (pictures, articles, news report) Understand where a time period fits in an overall history timeline | |
| | Lesson 6: I can place key events on a timeline | | <p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline</p> | <p>past present timeline living memory beyond living memory historically significant primary source</p> |

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| KS1 - | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
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| Cycle A Topic: Explorers (Christopher Columbus/Matthew Henson) | Lesson 1: I can know what an explorer is | Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between | Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline | beyond living memory discovery equipment exploration explorer living memory past present transport timeline |
| | Lesson 2: I can recognize the achievements of different explorers | local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period | achievement beyond living memory discovery explorer living memory solo timeline transport voyage yacht |



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| | | | Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline | |
| | Lesson 3: I can record events on a timeline | | Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Understand where a time period fits in an overall history timeline | achievement beyond living memory explorer timeline voyage |
| | Lesson 4: I can use photographs to find out about the past | | Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions | achievement beyond living memory explorer North Pole timeline voyage |



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| | | | <p>Identify how key figures of history can influence a time period</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> | |
| | Lesson 5: I can recognize changes and similarities over time | | <p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> <p>Identify how key figures of history can influence a time period</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> | <p>determination</p> <p>different</p> <p>explorer</p> <p>past</p> <p>present</p> <p>qualities</p> <p>resilience</p> <p>similar</p> |



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| | Lesson 6: I can describe the significance of some people and events within history | | <p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> <p>Identify how key figures of history can influence a time period</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> | <p>coat of arms</p> <p>event</p> <p>historical significance</p> <p>remember</p> |
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| LKS2 - Cycle A Topic: Stone | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can recognize that prehistory was a long time ago and the | know and understand the history of these islands as a coherent, chronological narrative, from the earliest times | <p>Order events chronologically</p> <p>To understand changes outside of living memory</p> | <p>Stone Age</p> <p>BC</p> <p>AD</p> <p>prehistory</p> <p>Ancient Egypt</p> |



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| Age/Bronze Age | beginning of history of mankind | to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history | Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period |
| | Lesson 2: I can use archaeological evidence to learn about prehistoric houses | | Order events chronologically To understand changes outside of living memory Compare similarities and differences | Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence evidence |



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| | | | <p>Ask questions</p> <p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli.</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p> | <p>limitations</p> <p>primary source</p> <p>secondary source</p> |
| | Lesson 3: I can use archaeological evidence to investigate the Bronze Age | | <p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> | <p>Amesbury Archer</p> <p>Archaeological evidence</p> <p>Stonehenge</p> <p>evidence</p> <p>artefacts</p> <p>deduction</p> <p>flint</p> |



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| | | | <p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli.</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p> | |
| | Lesson 4: I can explain how Bronze Age transformed prehistoric life | | <p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> | <p>duration</p> <p>similarities</p> <p>differences</p> <p>bronze</p> <p>copper</p> <p>tin</p> |



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| | | | <p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli.</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p> | |
| | Lesson 5: I can understand the importance of trade during the Iron Age | | <p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> | <p>trade</p> <p>import</p> <p>export</p> <p>goods</p> <p>barter</p> <p>Bronze Age trading goods</p> <p>Roman Empire</p> |



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| | | | <p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli.</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p> | |
| | Lesson 6: I can compare settlements in the Neolithic and Iron Age | | <p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> | <p>change</p> <p>continuity</p> <p>king or chief</p> <p>reconstruction</p> |



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| | | | <p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli.</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p> | |
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| LKS2 - Cycle A | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can understand why the Romans invaded Britain | Continue to develop a chronologically secure knowledge and understanding of | Order events chronologically | empire invasion Romans Celts |



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| Topic: Roman Settlers in Britain | | British, local and world history, establishing clear narratives within and across the periods they have studied Understand how our knowledge of the past is constructed from a range of sources | To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history | Julius Caesar Emperor Claudius enslaved chronology tin togas settlers |
| | Lesson 2: I can create a visual representation of Boudicca | Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | | Boudicca King Prasutugus tribes Iceni Cassius Dio interpretation primary source secondary source inference |
| | Lesson 3: I can understand how Roman soldiers were equipped for war | | | Picts Pilum galea armour scutum caligae tunic gladius legionary |



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| | Lesson 4: I can understand Roman army battle formations | | | legion legatus cohort century centurion contubernium formations testudo (tortoise) wedge |
| | Lesson 5: I can make inferences about Roman times | | | artefact observation deduction tablet |
| | Lesson 6: I can identify the Roman legacy in Britain | | | legacy aqueduct state government legal system |

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| LKS2 - Cycle A | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can identify how children's lives | understand historical concepts such as | Order events chronologically | childhood continuity |



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| Topic: How childrens' lives have changed? | have changed using a range of resources | continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed understand historical concepts such as continuity and change, | To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history | change chronological order inference observation |
| | Lesson 2: I can understand why children worked in Tudor times and what working conditions were like | | | apprentice chaffing wheat hot-seating master oath |
| | Lesson 3: I can understand the types of jobs Victorian children had and their working conditions | | | primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant working conditions |
| | Lesson 4: I can understand how Lord Shaftesbury changed children's lives | | | bill Factory Acts government historically significant Parliament poverty ragged schools reform |



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| | | cause and | | |
| | Lesson 5: I can understand how and why children's leisure time has changed | consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame | | change continuity leisure time observation compare |
| | Lesson 6: I can understand which diseases children caught and how they were treated | historically-valid questions and create their own structured accounts, including written narratives and analyses | | plague smallpox flu cholera treatments vaccination |

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| UKS2 - Cycle A Topic: WWII | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can understand the causes of World War 2 | a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 develop a chronologically secure | Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions | appeasement Treaty of Versailles reparations Neville Chamberlain Adolf Hitler allies disarm debt unrest |



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| | | knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study | <p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli to form an argument verbally and written</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p> <p>Create debate using sources and stimuli to form an argument</p> <p>Compare and assess the validity of primary and secondary sources</p> | prosperity |
| | Lesson 2: I can understand how the Battle of Britain was won | | | RAF Luftwaffe Battle of Britain Winston Churchill sorties Operation Sealion bomb aimer scramble |
| | Lesson 3: I can make inferences about the Blitz using images | | | the Blitz air raid shelter Anderson shelter blackout RAF Luftwaffe propaganda |
| | Lesson 4: I can understand the emotions and experiences of children during evacuation | | | air raid Anderson shelter blackout evacuation evacuee gas mask host family identity tag propaganda ration book |



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| | Lesson 5: I can evaluate the accuracy and reliability of sources | | | accuracy audience bias creator evacuation evacuee host family identity tag propaganda purpose |
| | Lesson 6: I can identify the impact of WW2 on women's lives | | | Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) propaganda Special Operations Executive (SEO) Women's Auxiliary Air Force (WAAF) Women's Land Army |

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| UKS2 - | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
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| <h1>Cycle A</h1> <h2>Topic: Ancient Egypt</h2> | Lesson 1: I can know when and where the ancient Egyptians lived. | Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. | Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline | civilisation delta Egypt Late period Lower Egypt Middle Kingdom New Kingdom Old Kingdom period Ptolemaic period |
| | Lesson 2: I can explain what Ancient Egyptians believed. | The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: | | Atum creation story Horus Isis Nun Osiris Ra Sekhmet |
| | Lesson 3: I can evaluate the challenges of building Egyptian pyramids. | Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. | Know the difference between local, national and world history Understand the impact of events that change the course of living history | casing stones pharaoh foundations limestone blocks pulley pyramid quarrying ramp vizier |



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| | Lesson 4: I can explain how and why Egyptians were mummified. | | | amulet canopic jars embalmer immortal linen natron preserve resin sarcophagus |
| | Lesson 5: I can make inferences about Egyptian beliefs, using primary sources. | | | ankh Anubis Book of the Dead Opening of the mouth ceremony hieroglyphics Osiris |
| | Lesson 6: I can evaluate the significance of what Ancient Egyptians believe | | | criteria historically significant |

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| UKS2 - Cycle A | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can know when and where the ancient Maya lived. | Know and understand significant aspects of the history of the wider | Order events chronologically | civilisation Classic period |



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| <p>Topic: Mayan civilization</p> | | <p>world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> | <p>To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p> | <p>Contact and Spanish Conquest Maya civilisation Maya lowlands natural barrier Postclassic period Preclassic period tropical rainforest Yucatan Peninsula</p> |
| | <p>Lesson 2: I can evaluate the challenges of settling in a rainforest.</p> | | | <p>canopy layer emergent layer forest layer rainforest slash and burn terrace farming understory layer vegetation</p> |
| | <p>Lesson 3: I can compare and contrast Anglo-Saxon and Mayan houses.</p> | | | <p>clay daub limestone nah partitioning structure thatching woven fabric</p> |
| | <p>Lesson 4: I can explain the importance of Maya gods and goddesses.</p> | | | <p>Ceiba tree Chaac creation story deity Itzamna</p> |



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| | Lesson 5: I can design a map of a Maya city | | | Anglo-Saxon Chronicle ball court charters city-state grand plaza hieroglyphics observatory tower reservoir |
| | Lesson 6: I can evaluate the reasons for the decline of the Maya cities | | | abandon conflict decline deforestation drought exacerbate overpopulation scarce |



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| KS1 - Cycle B Topic: Toys | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can discuss my favourite toy | gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between | | remember memory special now toy play |
| | Lesson 2: I can find out what toys my parents/grandparents played with | local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales | | parent grandparent children remember living memory past present toy play |
| | Lesson 3: I can investigate what toys were like 100 years ago | understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse | | artefacts modern living memory past present source evidence decade century timeline |



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| | Lesson 4: I can compare toys from the past with modern toys | <p>trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Pupils should be taught about:</p> | | <p>past</p> <p>present</p> <p>similar</p> <p>different</p> <p>living memory</p> <p>modern</p> <p>wooden</p> <p>metal</p> <p>plastic</p> |
| | Lesson 5: I can investigate how teddy bears have changed over time | | | <p>past</p> <p>present</p> <p>similar</p> <p>different</p> <p>living memory</p> <p>modern</p> <p>mohair</p> |
| | Lesson 6: I can know how toys have changed over time | | | <p>past</p> <p>present</p> <p>living memory</p> <p>change</p> <p>toy</p> <p>old</p> <p>modern</p> |

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| Cycle B Topic: How was school different in the past? | Lesson 1: I can find out how schools have changed over time | understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, | | past present timeline important date similar different modern decade |
| | Lesson 2: I can investigate what schools were like in the past | | | living memory past present source evidence decade |



History LTP

2023/24

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| | | religious and social history; and between short- and long-term timescales significant historical events, people and places in their own locality. | | |
| | Lesson 3: I can investigate what schools were like in the 1900s | know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of | | beyond living memory past present source evidence decade |



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| | | the past have been constructed significant historical events, people and places in their own locality. | | |
| | Lesson 4: I can compare a modern classroom to 100 years ago | understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and | | past present source evidence similar different modern |



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| | | discern how and why contrasting arguments and interpretations of the past have been constructed significant historical events, people and places in their own locality. | | |
| | Lesson 5: I can compare 3 times periods | significant historical events, people and places in their own locality. | | similar different past present |
| | Lesson 6: I can express a personal opinion to history | | | past present modern preferred |

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| KS1 - Cycle B | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can identify what a monarch is | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how | | armed forces constitutional monarchy government Head of State monarch |



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| Topic: What is a monarch? | | people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. | | Parliament rule |
| | Lesson 2: I can understand why coronations take place and who is the current monarch | Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | | anointing Archbishop of Canterbury ceremony coronation crowning investing oath orb procession sceptre |



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| | | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | | |
| | Lesson 3: I can explain how William the Conqueror became King of England | <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Gain historical perspective by placing their growing knowledge into</p> | | <p>absolute monarchy</p> <p>Anglo-Saxon battle</p> <p>Bayeux Tapestry</p> <p>conquer</p> <p>earl</p> <p>Edward the Confessor</p> <p>Harald Hardrada</p> <p>Harold Godwinson, Earl of Wessex</p> <p>invade</p> <p>nobility</p> <p>Normandy</p> <p>Normans</p> <p>power</p> <p>William of Normandy</p> <p>Witan</p> |



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| | | <p>different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> | | |
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| | | <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation',</p> | | |
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| | | <p>'parliament' and 'peasantry'. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame</p> | | |
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| | | historically-valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. | | |
| | Lesson 4: I can identify how castles were made under William the Conqueror | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been | | absolute monarchy attack bailey conquer defend invade motte-and-bailey Normans motte power stone keep |



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| | <p>Lesson 5: I can identify features of a castle and how they defend from attacks</p> | <p>influenced by the wider world. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Understand historical concepts such as continuity and change, cause and</p> | | <p>battlements concentric castle fortified manor house gatehouse keep moat motte motte-and-bailey portcullis stone keep tower walls</p> |
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| | | <p>consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> | | |
| | Lesson 6: I can compare monarchy from the past to modern day | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how | | absolute monarchy Bayeux Tapestry constitutional monarchy coronation monarch |



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| | | <p>people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> | | power |
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| | | <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> | | |
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| LKS2 - Cycle B Topic: How hard is it to settle in Britain (Anglo- Saxons) | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can understand why the Anglo-Saxons invaded Britain | Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied Understand how our knowledge of the past is constructed from a range of sources Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | | Angles Saxons Jutes invasion settlers Britons Romans empire longships |



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| | | Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | |
| | Lesson 2: I can identify the features of Anglo-Saxon settlements and how they changed from prehistoric times | understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Britain's settlement by Anglo-Saxons and Scots | | settlement wattle daub Northumbria Mercia Wessex Kent East Anglia hearth cauldron kingdom |
| | Lesson 3: I can make inferences about who was buried in Sutton | understand the methods of historical enquiry, including how | | Sutton Hoo Edith Pretty Raedwald |



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| | Hoo and Anglo-Saxon life | evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Britain's settlement by Anglo-Saxons and Scots | | inferences burial mound sceptre gilt garnet |
| | Lesson 4: I can research how Anglo-Saxons converted to Christianity | | | missionary Christianity convert paganism monastery Columba Iona Augustine Aidan Pope Lindisfarne |
| | Lesson 5: I can evaluate whether King Alfred was great | understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Britain's settlement by Anglo-Saxons and Scots | | missionaries Vikings Lindisfarne Alfred the Great Battle of Edington Wessex Danelaw Guthrum The Great Heathen Army |
| | Lesson 6: I can understand how Anglo-Saxon rule ended | | | William of Normandy Harald Hardrada |



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| | | | | Harold Godwinson, Earl of Wessex Edgar Aethling oath exile claimant Wessex Normandy Witan successor |
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| LKS2 - Cycle B Topic: Vikings – peaceful settlers or raiders? | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can explain where and why The Vikings came to Britain | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. | | Anglo-Saxons explorer invader raider settler trader Vikings |
| | Lesson 2: I can evaluate the validity of sources | | | Alcuin of York Anglo-Saxon Chronicle balanced bias inference one-sided |



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| | | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. | | Simeon of Durham perspective primary source secondary source |
| | Lesson 3: I can explore the features of a Viking longboat | | | engineer hull keel longboat mast oars rudder sail |



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| | | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</p> <p>Further Viking invasions and Danegeld.</p> | | |
| | <p>Lesson 4: To examine why trading was important to the Vikings</p> | <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</p> | | <p>Baghdad</p> <p>barter</p> <p>Birka</p> <p>Constantinople</p> <p>exchange</p> <p>feathers and down</p> <p>Hedeby</p> <p>Jorvik</p> <p>trade</p> |



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| | | Further Viking invasions and Danegeld. | | |
| | Lesson 5: I can extract and interpret information from sources | <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</p> | | <p>cause</p> <p>consequence</p> <p>Danelaw</p> <p>events</p> <p>impact</p> <p>paganism</p> <p>sacred</p> |



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| | | Further Viking invasions and Danegeld. | | |
| | Lesson 6: I can make conclusions about Viking life using artefacts and sources | <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of</p> | | <p>artefact</p> <p>balanced viewpoint</p> <p>conclusion</p> <p>deduction</p> <p>enquiry</p> <p>one-sided</p> <p>supporting evidence</p> |



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| | | <p>the past have been constructed.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</p> <p>Further Viking invasions and Danegeld.</p> | | |
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| LKS2 - Cycle B Topic: Tudors | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can use evidence to interpret the character of Henry VIII | understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of | | Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler monarch |



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| | | the past have been constructed gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | portrait interpretation primary source bias |
| | Lesson 2: To use primary and secondary sources to understand Anne Boleyn | understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed a study of an aspect or theme in British history that extends pupils' | | Anne Boleyn historical investigation interpretation primary source |



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| | | chronological knowledge beyond 1066 | | |
| | Lesson 3: To understand why Henry VIII had six wives | understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of | | Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir source evidence |



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| | | the past have been constructed a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | |
| | Lesson 4: To use primary evidence to understand the Royal Progresses of Elizabeth I | know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of | | Royal Progress primary source secondary source propaganda image litter evidence historical deductions |



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| | | <p>the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> | | |
| | Lesson 5: I can reconstruct a Royal Progress | know and understand the history of these islands as a coherent, chronological narrative, from the earliest times | | reliability audience purpose accuracy creator |



History LTP

2023/24

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| | | to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | interpretation reconstruction |
| | Lesson 6: I can understand Tudor England through inventories | know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has | | will inventory prediction valuation £ s d (pounds, shillings, pence) Merchant pewter John Blanke |



History LTP

2023/24

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| | | <p>influenced and been influenced by the wider world</p> <p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national</p> | | <p>Cattelena of Almondsbury</p> <p>free enslaved tournament</p> |
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| | | <p>and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> | | |
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| UKS2 - Cycle B Topic: Apartheid Movement | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: | | | |
| | Lesson 2: | | | |
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| | Lesson 4: | | | |
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| (Nelson Mandela) | | | | |
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| UKS2 - Cycle B Topic: Ancient Greece | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: I can understand where and when the Ancient Greeks lived | Ancient Greece – a study of Greek life and achievements and their influence on the western world | | Greece period Mediterranean Sea Aegean Sea Ionian Sea Minoan Civilisation Mycenaean Period Dark Ages Archaic Period Golden Period Hellenistic Period |
| | Lesson 2: I can understand the importance of Greek Gods | They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | | Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo |



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| | | They should understand how our knowledge of the past is constructed from a range of sources. Ancient Greece – a study of Greek life and achievements and their influence on the western world | | Artemis Ares Hephaestus Hermes Dionysus |
| | Lesson 3: I can identify similarities and differences between Athens and Sparta | They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources. Ancient Greece – a study of Greek life and achievements and their influence on the western world | | democracy oligarchy location city-state government Athens Sparta landlocked assembly lyre |
| | Lesson 4: I can understand how Athenian democracy worked | They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources. Ancient Greece – a study of Greek life and achievements and their influence on the western world | | democracy direct democracy representative democracy constitutional monarchy boule assembly |
| | Lesson 5: I can understand the | | | philosophy Socrates |



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| | importance of Ancient Greek philosophers | | | Plato Pythagoras Aristotle formula Socratic method ethics logic |
| | Lesson 6: I can identify and explain the achievements of the Ancient Greeks | | | legacy achievement impact alphabetum |

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| UKS2 - Cycle B Topic: Victorians (economic/ political society) | Lesson Objectives: | Substantive Knowledge | Disciplinary Knowledge (progression poster links) | Key Vocabulary |
| | Lesson 1: | | | |
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| | Lesson 4: | | | |
| | Lesson 5: | | | |
| | Lesson 6: | | | |



| EYFS | Communication and Language | Personal, Social, Emotional Development | Understanding the World |
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| Local History (family around me) | Make comments about what they have heard and ask questions to clarify their understanding. | To be able to set and work towards simple goals. Be confident in trying new activities and show independence, perseverance and resilience in the face of a challenge. | Talk about the lives of people around them and their roles in society. Know the similarities and differences between things in the past and now, drawing on their experiences. |



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| Bonfire | Offer explanations for why things might happen, making use of vocabulary introduced. To use simple historic vocabulary linked to past and present tense, old and new, then and now. | Work cooperatively with others. Show sensitivity to their own and other's needs. | Understand the past through setting, characters and events encountered in books reads in class. Know the similarities and differences between things in the past and now, drawing on their experiences. |
| Christmas | | | |
| Chinese New Year | | | |