





KS1 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
Cycle A	Lesson 1: I can develop	understand historical	Order events	now
Topic: How	an understanding of	concepts such as	chronologically	present
•	personal chronology	continuity and change,	Ask questions	past
am I making		cause and consequence, similarity,	Compare similarities and differences	timeline remember
history?		difference and significance, and use them to make connections, draw	Use primary sources (pictures, objects, conversations)	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









wh for	sson 4: I can find out hat childhood was like r rents/grandparents	and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	To understand changes within living memory Ask questions Compare similarities and differences between modern and past lives Use primary sources (pictures, objects, conversations)	childhood parent grandparent family remember living memory past present now
chi	sson 5: I can compare ildhood now to ildhood in the past		Order events chronologically To understand changes within living memory Ask questions Compare similarities and differences between modern and past lives Use primary sources (pictures, objects, conversations)	past present similar different living memory change lifetime
soi cha	sson 6: I can identify me things that have anged or stayed the me		To understand changes within living memory Ask questions Compare similarities and differences	time capsule past present future







	between modern and past lives Use primary sources (pictures, objects, conversations)	
--	--	--

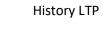
KS1 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
			(progression poster links)	
Cycle A	Lesson 1: I can find out	know and understand	Order events	beyond living memory
Topic: How	about the Wright	the history of these	chronologically	past
Topic. now	Brothers	islands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







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









Lesson 4: I can develop	(pictures, articles, news, report) Understand where a time period fits in an overall history timeline Compare similarities beyond living memory
an understanding of primary sources	and differences Use primary and secondary sources (pictures, articles, news reports) reports) beyond fiving 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





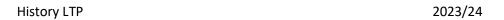






	(pictures, articles, news	
	report)	
	Understand where a	
	time period fits in an	
	overall history timeline	
Lesson 6: I can place key	Order events	past
events on a timeline	chronologically	present
	To understand changes	timeline
	outside of living	living memory
	memory	beyond living memory
	Compare similarities	historically significant
	and differences	primary source
	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	

KS1 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
			IIIIK3)	

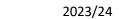








		Market and the developed	Ouden evente	In a common of the diagram and a second
Cycle A	Lesson 1: I can know	Know and understand	Order events	beyond living memory
	what an explorer is	significant aspects of	chronologically	discovery
Topic:		the history of the wider	To understand changes	equipment
Topic.		world: the nature of	outside of living	exploration
Explorers		ancient civilisations; the	memory	explorer
LAPIOTETS		expansion and	Compare similarities	living memory
(Christophe		dissolution of empires;	and differences	past
(Cili istopile		characteristic features	Ask questions	present
r		of past non-European	Identify how key figures	transport
1		societies; achievements	of history can influence	timeline
Columbus/		and follies of mankind.	a time period	
Columbus		Gain historical	Use primary and	
Matthew		perspective by placing	secondary sources	
iviattiew		their growing	(pictures, articles, news	
Henson)		knowledge into	report)	
116113011)		different contexts,	Understand where a	
		understanding the	time period fits in an	
		connections between	overall history timeline	
	Lesson 2: I can	local, regional, national	Order events	achievement
	recognize the	and international	chronologically	beyond living memory
	achievements of	history; between	To understand changes	discovery
	different explorers	cultural, economic,	outside of living	explorer
		military, political,	memory	living memory
		religious and social	Compare similarities	solo
		history; and between	and differences	timeline
		short- and long-term	Ask questions	transport
		timescales.	Identify how key figures	voyage
			of history can influence	yacht
			a time period	











Lesson 3: I can record events on a timeline	Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history 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
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







Lesson 5: I can recognize changes and similarities over time	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 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	determination different explorer past present qualities resilience similar
	secondary sources	









Lesson 6: I can descr	pe C	Order events	coat of arms
the significance of so	me c	chronologically	event
people and events	Т	To understand changes	historical significance
within history	c	outside of living	remember
	l n	memory	
		Compare similarities	
	a	and differences	
		Ask questions	
	10	Identify how key figures	
		of history can influence	
	a	a time period	
	l l	Use primary and	
	s	secondary sources	
	((pictures, articles, news	
	r	report)	
	ι	Understand where a	
	t	time period fits in an	
	c	overall history timeline	

LKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster	Key Vocabulary
Cycle A			links)	
Cycle A	Lesson 1: I can	know and understand	Order events	Stone Age
Topic:	recognize that	the history of these	chronologically	BC
Topic.	prehistory was a long	islands as a coherent,	To understand changes	AD
Stone	time ago and the	chronological narrative,	outside of living	prehistory
Storie		from the earliest times	memory	Ancient Egypt









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,	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	Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period
	Lesson 2: I can use archaeological evidence to learn about prehistoric houses	• • • • • • • • • • • • • • • • • • • •	,	Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence evidence









	Ask questions	limitations
	Identify how key figures	primary source
	of history can influence	secondary source
	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	
Lesson 3: I can use	Order events	Amesbury Archer
archaeological evidence	chronologically	Archaeological evidence
to investigate the	To understand changes	Stonehenge
Bronze Age	outside of living	evidence
	memory	artefacts
	Compare similarities	deduction
	and differences	flint
	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
	of events that change the course of living history
Lesson 4: I can explain how Bronze Age transformed prehistoric life	Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions duration similarities differences to copper tin

History LTP







Lesson 5: I can understand the importance of trade during the Iron Age	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 Order events chronologically To understand changes outside of living memory Compare similarities and differences	trade import export goods barter Bronze Age trading goods
	Compare similarities	Bronze Age trading









	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	
Lesson 6: I can compare	Order events	change
settlements in the	chronologically	continuity
Neolithic and Iron Age	To understand changes	king or chief
	outside of living	reconstruction
	memory	
	Compare similarities	
	and differences	
	Ask questions	

History LTP









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

LKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
Cycle A	Lesson 1: I can	Continue to develop a	Order events	empire
	understand why the	chronologically secure	chronologically	invasion
	Romans invaded Britain	knowledge and		Romans
		understanding of		Celts







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	To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence	Julius Caesar Emperor Claudius enslaved chronology tin togas settlers
	Lesson 2: I can create a visual representation of Boudicca	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	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	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	change, cause, similarity and difference, and significance.	Know the difference between local, national and world history Understand the impact of events that change the course of living history	Picts Pilum galea armour scutum caligae tunic gladius legionary









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

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









		1	1	1
Topic: How	have changed using a	continuity and change,	To understand changes	change
-	range of resources	cause and	outside of living	chronological order
childrens'		consequence, similarity,	memory	inference
Cilidiens		difference and	Compare similarities	observation
lives have		significance, and use	and differences	
iives nave	Lesson 2: I can	them to make	Ask questions	apprentice
changed?	understand why	connections, draw	Identify how key figures	chaffing wheat
changeu:	children worked in	contrasts, analyse	of history can influence	hot-seating
	Tudor times and what	trends, frame	a time period	master
	working conditions	historically-valid	Respond appropriately	oath
	were like	questions and create	to a given stimuli.	
	Lesson 3: I can	their own structured	Use primary and	primary source
	understand the types of	accounts, including	secondary sources	secondary source
	jobs Victorian children	written narratives and	(pictures, articles, news	trapper
	had and their working	analyses	report)	hurrier/hurrying
	conditions	understand the	Understand where a	gin
		methods of historical	time period fits in an	textile mills
		enquiry, including how	overall history timeline	bird scarer
		evidence is used	Know the difference	domestic servant
		rigorously to make	between local, national	working conditions
		historical claims, and	and world history	
	Lesson 4: I can	discern how and why	Understand the impact	bill
	understand how Lord	contrasting arguments	of events that change	Factory Acts
	Shaftesbury changed	and interpretations of	the course of living	government
	children's lives	the past have been	history	historically significant
		constructed		Parliament
		understand historical		poverty
		concepts such as		ragged schools
		continuity and change,		reform









		cause and	
Less	sson 5: I can	consequence, similarity,	change
und	derstand how and	difference and	continuity
why	y children's leisure	significance, and use	leisure time
time	ne has changed	them to make	observation
		connections, draw	compare
		contrasts, analyse	
Less	sson 6: I can	trends, frame	plague
und	derstand which	historically-valid	smallpox
dise	eases children	questions and create	flu
cau	ught and how they	their own structured	cholera
wer	re treated	accounts, including	treatments
		written narratives and	vaccination
		analyses	

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







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











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

IJKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
UK32 -			(progression poster	
			links)	







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









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

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







Topic: Mayan civilization	Lesson 2: I can evaluate	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	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	Contact and Spanish Conquest Maya civilisation Maya lowlands natural barrier Postclassic period Preclassic period tropical rainforest Yucatan Peninsula canopy layer
	the challenges of settling in a rainforest.	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.	to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an	emergent layer forest layer rainforest slash and burn terrace farming understory layer vegetation
	Lesson 3: I can compare and contrast Anglo-Saxon and Mayan houses.	C. AD 900-1300.	overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living	clay daub limestone nah partitioning structure thatching woven fabric
	Lesson 4: I can explain the importance of Maya gods and goddesses.		history	Ceiba tree Chaac creation story deity Itzamna







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









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









		-
Lesson 4: I can compar	e trends, frame	past
toys from the past with	historically-valid	present
modern toys	questions and create	similar
	their own structured	different
	accounts, including	living memory
	written narratives and	modern
	analyses	wooden
	Pupils should be taught	metal
	about:	plastic
Lesson 5: I can	Changes within living	past
investigate how teddy	memory. Where	present
bears have changed	appropriate, these	similar
over time	should be used to	different
	reveal aspects of	living memory
	change in national life.	modern
		mohair
Lesson 6: I can know		past
how toys have changed	d	present
over time		living memory
		change
		toy
		old
		modern

VC1	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
K2T -			(progression poster	
			links)	







	T	1	T	
Cycle B	Lesson 1: I can find out	understand historical		past
Cycle b	how schools have	concepts such as		present
Topic: How	changed over time	continuity and change,		timeline
Topic. How		cause and		important
was school		consequence, similarity,		date
was scribbi		difference and		similar
different in		significance, and use		different
different in		them to make		modern
the past?		connections, draw		decade
the past:	Lesson 2: I can	contrasts, analyse		living memory
	investigate what	trends, frame		past
	schools were like in the	historically-valid		present
	past	questions and create		source
		their own structured		evidence
		accounts, including		decade
		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,		







<u></u>		
	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	know and understand	beyond living memory
investigate what	the history of these	past
schools were like in the	islands as a coherent,	present
1900s	chronological narrative,	source
	from the earliest times	evidence
	to the present day: how	decade
	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	







	the past have been	
	constructed	
	significant historical	
	events, people and	
	places in their own	
	locality.	
Lesson 4: I can compare	understand historical	past
a modern classroom to	concepts such as	present
100 years ago	continuity and change,	source
	cause and	evidence
	consequence, similarity,	similar
	difference and	different
	significance, and use	modern
	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	
		significant historical	
		events, people and	
		places in their own	
		locality.	
Lesson 5	: I can compare	significant historical	similar
3 times	periods	events, people and	different
		places in their own	past
		locality.	present
Lesson 6	6: I can express		past
	nal opinion to		present
history			modern
			preferred

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







Tania \A/laat		people's lives have	Parliament
Topic: What		shaped this nation and	rule
ico	Lesson 2: I can	how Britain has	anointing
is a	understand why	influenced and been	Archbishop of
monarch?	coronations take place	influenced by the wider	Canterbury
monarch	and who is the current	world.	ceremony
	monarch	Gain and deploy a	coronation
		historically grounded	crowning
		understanding of	investing
		abstract terms such as	oath
		'empire', 'civilisation',	orb
		'parliament' and	procession
		'peasantry'.	sceptre
		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.	







	Changes within living	
	memory. Where	
	appropriate, these	
	should be used to	
	reveal aspects of	
	change in national life.	
Lesson 3: I can explain	Know and understand	absolute monarchy
how William the	the history of these	Anglo-Saxon
Conqueror became King	islands as a coherent,	battle
of England	chronological narrative,	Bayeux Tapestry
	from the earliest times	conquer
	to the present day: how	earl
	people's lives have	Edward the Confessor
	shaped this nation and	Harald Hardrada
	how Britain has	Harold Godwinson, Earl
	influenced and been	of Wessex
	influenced by the wider	invade
	world.	nobility
	Gain and deploy a	Normandy
	historically grounded	Normans
	understanding of	power
	abstract terms such as	William of Normandy
	'empire', 'civilisation',	Witan
	'parliament' and	vvitaii
	•	
	'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	
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.	
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.	
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	
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.	
Lesson 4: I can id	lentify Know and understand	absolute monarchy
how castles were	e made the history of these	attack
under William th	e islands as a coherent,	bailey
Conqueror	chronological narrative,	conquer
	from the earliest times	defend
	to the present day: how	invade
	people's lives have	motte-and-bailey
	shaped this nation and	Normans
	how Britain has	motte
	influenced and been	power
		stone keep







Lesson 5: I can identify	influenced by the wider	battlements
features of a castle and	world.	concentric castle
how they defend from	Gain and deploy a	fortified manor house
attacks	historically grounded	gatehouse
	understanding of	keep
	abstract terms such as	moat
	'empire', 'civilisation',	motte
	'parliament' and	motte-and-bailey
	'peasantry'.	portcullis
	Gain historical	stone keep
	perspective by placing	tower
	their growing	walls
	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	









		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.	
		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].	
less	son 6: I can compare	Know and understand	absolute monarchy
	narchy from the past	the history of these	Bayeux Tapestry
	modern day	islands as a coherent,	constitutional
		chronological narrative,	monarchy
		from the earliest times	coronation
		to the present day: how	monarch
		to the present day, now	monuren







people's lives have	power
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'.	
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
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.
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].







LKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster	Key Vocabulary
Cycle B			links)	
Cycle b	Lesson 1: I can	Continue to develop a		Angles
Topic: How	understand why the	chronologically secure		Saxons
Topic. How	Anglo-Saxons invaded	knowledge and		Jutes
hard is it to	Britain	understanding of British, local and world		invasion settlers
		history, establishing		Britons
settle in		clear narratives within		Romans
Duitain		and across the periods		empire
Britain		they have studied		longships
Mada		Understand how our		
(Anglo-		knowledge of the past is		
Saxons)		constructed from a		
Jukonsj		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.		







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







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







		Harold Godwinson, Earl
		of Wessex
		Edgar Aethling
		oath
		exile
		claimant
		Wessex
		Normandy
		Witan
		successor

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







	<u></u>	
	Understand historical	Simeon of Durham
	concepts such as	perspective
	continuity and change,	primary source
	cause and	secondary source
Lesson 3: I can explore	consequence, similarity,	engineer
the features of a Viking	difference and	hull
longboat	significance, and use	keel
	them to make	longboat
	connections, draw	mast
	contrasts, analyse	oars
	trends, frame	rudder
	historically-valid	sail
	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.	







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







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







ı	T	
	Further Viking invasions	
	and Danegeld.	
Lesson 6: I can make	Understand historical	artefact
conclusions about	concepts such as	balanced viewpoint
Viking life using	continuity and change,	conclusion
artefacts and sources	cause and	deduction
	consequence, similarity,	enquiry
	difference and	one-sided
	significance, and use	supporting evidence
	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.
The Viking and Anglo-
Saxon struggle for the
Kingdom of England to
the time of Edward the
Confessor.
Viking raids and
invasion resistance by
Alfred the Great and
Athelstan, first king of
England.
Further Viking invasions
and Danegeld.

LKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster	Key Vocabulary
Cycle B			links)	
	Lesson 1: I can use	understand the		Tudor
Topic:	evidence to interpret	methods of historical		Battle of Bosworth
	the character of Henry	enquiry, including how		Henry VII
Tudors	VIII	evidence is used		Elizabeth of York
Tuuuis		rigorously to make		Henry VIII
		historical claims, and		tyrant
		discern how and why		fair
		contrasting arguments		ruler
		and interpretations of		monarch







		the past have been	portrait
		constructed	interpretation
		gain and deploy a	primary source
		historically grounded	bias
		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	
Le	esson 2: To use	understand the	Anne Boleyn
pr	rimary and secondary	methods of historical	historical investigation
so	ources to understand	enquiry, including how	interpretation
Ar	nee Boleyn	evidence is used	primary source
		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'	







	chronological	
	knowledge beyond	
	1066	
Lesson 3: To understand	understand historical	Catherine of Aragon
why Henry VIII had six	concepts such as	Anne Boleyn
wives	continuity and change,	Jane Seymour
	cause and	Anne of Cleves
	consequence, similarity,	Katherine Howard
	difference and	Katherine Parr
	significance, and use	heir
	them to make	source
	connections, draw	evidence
	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	







<u></u>		
	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	know and understand	Royal Progress
primary evidence	ce to the history of these	primary source
understand the	Royal islands as a coherent,	secondary source
Progresses of El	izabeth I chronological narrative,	propaganda
	from the earliest times	image
	to the present day: how	litter
	people's lives have	evidence
	shaped this nation and	historical deductions
	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	







<u> </u>			
		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.	
		a study of an aspect or	
		theme in British history	
		that extends pupils'	
		chronological	
		knowledge beyond	
		1066.	
	Lesson 5: I can	know and understand	reliability
	reconstruct a Royal	the history of these	audience
	Progress	islands as a coherent,	purpose
		chronological narrative,	accuracy
		from the earliest times	creator







<u></u>			
	to the present day: how	i	nterpretation
	people's lives have	1	reconstruction
	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		
Lesson 6: I can	know and understand	\	will
understand Tudo	the history of these	li	nventory
England through	islands as a coherent,		orediction
inventories	chronological narrative,	,	valuation
	from the earliest times	t l	Esd (pounds, shillings,
	to the present day: how		pence)
	people's lives have		Merchant
	shaped this nation and		pewter
	how Britain has	J	Iohn Blanke







influenced and been	Cattelena of
influenced by the wider	Almondsbury
world	free
gain and deploy a	enslaved
historically grounded	tournament
understanding of	
abstract terms such as	
'empire', 'civilisation',	
'parliament' and	
'peasantry'	
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	
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.	
a study of an aspect or	
theme in British history	
that extends pupils'	
chronological	
knowledge beyond	
1066	

UKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster	Key Vocabulary
Cycle B			links)	
	Lesson 1:			
Topic:	Lesson 2:			
Topic.	Lesson 3:			
Apartheid	Lesson 4:			
Apartificia	Lesson 5:			
Movement	Lesson 6:			









(Nelson		
Mandela)		

UKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
Cycle B	Lesson 1: I can	Ancient Greece – a		Greece
Topic:	understand where and	study of Greek life and		period
Topic.	when the Ancient	achievements and their		Mediterranean Sea
Ancient	Greeks lived	influence on the		Aegean Sea
Ancient		western world		Ionian Sea
Greece				Minoan Civilisation
Greece				Mycenaean Period
				Dark Ages
				Archaic Period
				Golden Period
				Hellenistic Period
	Lesson 2: I can	They should regularly		Mount Olympus
	understand the	address and sometimes		Zeus
	importance of Greek	devise historically valid		Hera
	Gods	questions about		Aphrodite
		change, cause,		Poseidon
		similarity and		Demeter
		difference, and		Athena
		significance.		Apollo







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







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

UKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster	Key Vocabulary
Cycle B			links)	
	Lesson 1:			
Topic:	Lesson 2:			
	Lesson 3:			
Victorians	Lesson 4:			
Victorians	Lesson 5:			
(economic/	Lesson 6:			
political				
society)				









EYFS	Communication and Language	Personal, Social, Emotional	Understanding the World
LTF3		Development	
Local History	Make comments about what	To be able to set and work	Talk about the lives of people
Local History	they have heard and ask	towards simple goals.	around them and their roles in
(family around	questions to clarify their	Be confident in trying new	society.
(family around	understanding.	activities and show	Know the similarities and
mal		independence, perseverance	differences between things in
me)		and resilience in the face of a	the past and now, drawing on
		challenge.	their experiences.









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