





KS1 - Cycle	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
A Topic: How am I making history?	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 parratives 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
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.	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







Lesson 5: I can compare childhood now to childhood 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
Lesson 6: I can identify some things that have changed or stayed the same	To understand changes within living memory Ask questions Compare similarities and differences between modern and past lives Use primary sources (pictures, objects, conversations)	time capsule past present future



2023/24







KS1 - Cycle	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
A Topic: How did we learn to fly? (Bessie Coleman/N	Lesson 1: I can find out about the Wright Brothers	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	Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence	beyond living memory past present source evidence decade inventor
Armstrong) Spring 1		influenced by the wider world. know and understand significant aspects of the history of the wider	a time period Use primary and secondary sources (pictures, articles, news report)	
		world: the nature of ancient civilisations; the expansion and	Understand where a time period fits in an overall history timeline	







Lesson 2: I can develop an understanding of historical significance	dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. 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	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	accounts, including written narratives and analyses.	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







	(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	living memory past present source primary source
	memory	evidence
	Compare similarities and	, ,
	differences	achievement
	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 present time	eline
events on a timeline	chronologically living memory	
	To understand changes beyond living	
	outside of living memory historica	ally
	memory significant	
	Compare similarities primary source	
	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	

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









Cycle A	Lesson 1: I can know what an explorer is	Know and understand significant aspects of	Order events chronologically	beyond living memory discovery
Topic:		the history of the wider	To understand changes	equipment
		world: the nature of	outside of living	exploration
Explorers		ancient civilisations; the	memory	explorer living
LAPIOTETS		expansion and	Compare similarities	memory
(Christophe		dissolution of empires;	and differences	past present
(Cili istopile		characteristic features	Ask questions	transport
1		of past non-European	Identify how key figures	timeline
f		societies; achievements	of history can influence	
Columbus/		and follies of mankind.	a time period Use	
Columbus/		Gain historical	primary and	
Matthew		perspective by placing	secondary	
iviattiiew		their growing	sources	
Hanson		knowledge into	(pictures, articles, news	
Henson)		different contexts,	report)	
Spring 2		understanding the	Understand where a	
		connections between	time period fits in an	
		local, regional, national	overall history timeline	









Lesson 2: I can recognize the achievements of different explorers	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
		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 achievement beyond living memory explorer timeline
	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







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









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 AD
Topic.	prehistory was a long	islands as a coherent,	To understand changes	prehistory
Stone	time ago and the	chronological narrative,	outside of living	Ancient
JUIL		from the earliest times	memory	Egypt







Λσο /Dκουπο	beginning of history of	to the present day:	Compare similarities	Ancient Greece
Age/Bronze	mankind	how people's lives have	and differences	Romans
Age		shaped this nation and	Ask questions	Anglo-Saxons
Age		how Britain has	Identify how key figures	Vikings
Autumn 1		influenced and been	of history can influence	Tudors
		influenced by the wider	a time period	Victorians
		world gain historical	Respond	period
		perspective by placing	appropriately to a	
		their growing	given stimuli. Use	
		knowledge into	primary and	
		different contexts,	secondary sources	
		understanding the	(pictures, articles, news	
		connections between	report)	
		local, regional, national	Understand where a	
		and international	time period fits in an	
		history; between	overall history timeline	
		cultural, economic,	Know the difference	
		military, political,	between local, national	
		religious and social	and world history	
		history; and between	Understand the impact	
		short- and long-term	of events that change	
		timescales.	the course of living	
			history	







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 settlement archaeological evidence evidence
	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	
Lesson 3: I can use archaeological evidence to investigate the Bronze Age	Order events chronologically To understand changes outside of living memory Compare similarities and	Amesbury Archer Archaeological evidence Stonehenge evidence artefacts deduction flint







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			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	
Lesson 4: I can explain how Bronze Age	Order events chronologically	duration similarities
transformed prehistoric life	To understand changes outside of living memory	differences bronze copper
	Compare similarities and differences Ask	tin
	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









Lesson 5: I can	Order events trade
understand the	<u>chronologically</u> import
importance of trade	To understand changes export
during the Iron Age	outside of living goods
	memory barter
	Compare Bronze Age to
	similarities and goods
	differences Ask Roman Empir
	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	
Lesson 6: I can compare settlements in the Neolithic and Iron Age	Order events chronologically To understand changes outside of living memory Compare similarities and	change continuity king or chief reconstruction







	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	









LKS2 - Cycle A	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
Spring 1	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	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.	overall history timeline 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 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
LKS2 - Cycle A	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
Cycle A	Lesson 1: I can identify how children's lives	understand historical concepts such as	Order events chronologically	childhood continuity
Topic: How childrens'	have changed using a range of resources	continuity and change, cause and consequence, similarity, difference and significance, and	To understand changes outside of living memory Compare similarities and differences	change chronological order inference observation
lives have changed? Summer 1	Lesson 2: I can understand why children worked in Tudor times and what working conditions were like	use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create	Ask questions Identify how key figures of history can influence a time period Respond appropriately to a	apprentice chaffing wheat hot-seating master oath







Lesson 3: I can understand the types of jobs Victorian children had and their working conditions Lesson 4: I can understand how Lord Shaftesbury changed children's lives	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,	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	primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant working conditions bill Factory Acts government historically significant Parliament poverty ragged schools reform
Lesson 5: I can understand how and why children's leisure time has changed	cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse		change continuity leisure time observation compare









	Lesson 6: I can understand which diseases children caught and how they were treated	trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses		plague smallpox flu cholera treatments vaccination
UKS2 - Cycle A Topic:	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
Cycle A	Lesson 1: I can	a study of an aspect or	Order events	appeasement
Topic:	understand the causes of World War 2	theme in British history that extends pupils'	chronologically To understand changes	Treaty of Versailles reparations
WWII	or world war 2	chronological	outside of living	Neville Chamberlain
Autumn 1		knowledge beyond	memory	Adolf Hitler
Autumiii		1066	Compare similarities and differences Ask	allies disarm
		develop a	questions	debt
		chronologically secure	•	unrest
		1	1	1
		knowledge and understanding of		prosperity







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

History LTP







	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
UKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary









Cycle A Topic: Ancient Egypt Spring 1

Lesson 1: I can know when and where the ancient Egyptians lived.

Lesson 2: I can explain what Ancient Egyptians believed.

Lesson 3: I can evaluate the challenges of building Egyptian pyramids.

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. 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: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

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 Know the difference between local, national and world history Understand the impact of events that change

civilisation
delta
Egypt
Late period
Lower Egypt
Middle Kingdom
New Kingdom Old
Kingdom period
Ptolemaic period

Atum
creation story
Horus
Isis
Nun
Osiris
Ra
Sekhmet

casing stones
pharoah
foundations
limestone blocks
pulley
pyramid
quarrying
ramp vizier









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

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







Topic: Mayan civilization

Summer 1

Lesson 2: I can evaluate the challenges of settling in a rainforest.

Lesson 3: I can compare and contrast AngloSaxon and Mayan houses.

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.

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

Contact and Spanish Conquest Maya civilisation Maya lowlands natural barrier Postclassic period Preclassic period tropical rainforest Yucatan Peninsula canopy layer emergent layer forest laver rainforest slash and burn terrace farming understory layer vegetation

clay daub limestone nah partitioning structure thatching woven fabric







Lesson 4: I can explain the importance of Maya gods and goddesses.	the course of living history	Ceiba tree Chaac creation story deity Itzamna
		Kawaii Kinch Ahaw Kulukan
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







KS1 - Cycle B	Lesson Objectives: Lesson 1: I can discuss	Substantive Knowledge gain historical	Disciplinary Knowledge (progression poster links) Order events	Key Vocabulary
Topic: Toys Autumn 1	my favourite toy	perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;	chronologically Ask questions Compare similarities and differences Use primary sources (pictures, objects, conversations)	memory special now toy play
	Lesson 2: I can find out what toys my parents/grandparents played with	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	To understand changes within living memory. Ask questions Compare similarities and differences Use primary sources (pictures, objects, conversations)	parent grandparent children remember living memory past present toy play











Lesson 3: I can investigate what toys were like 100 years ago	consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse	Ask questions Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects,	artefacts modern living memory past present source evidence decade century timeline
Lesson 4: I can compare toys from the past with modern toys	trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Pupils should be taught about:	conversations)	past present similar different living memory modern wooden metal plastic
Lesson 5: I can investigate how teddy bears have changed over time	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Order events chronologically To understand changes within living memory. Ask questions Compare	past present similar different living memory modern mohair











	Lesson 6: I can know how toys have changed over time		similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects, conversations)	past present living memory change toy old modern
KS1 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
Cycle B Topic: How have children's lives changed?	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	Order events chronologically Ask questions Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects, conversations)	past present timeline important date similar different modern decade







Spring 1	their own structured accounts, including written narratives and analyses gain historical perspective by placing their growing
	their growing knowledge into
	different contexts, understanding the







Lesson 2: I can	connections between	Ask questions	living memory
investigate what	local, regional, national	Compare	past present
schools were like in the	and international	similarities and	source
past	history; between	differences	evidence
	cultural, economic, military, political,	To understand changes within living	decade
		memory.	
		Use primary	
		sources (pictures,	
		objects,	
		conversations)	







religious and social	
history; and	
between short- and	
long-term timescales	
significant historical	
events, people and	
places in their own	
locality.	









Lesson 3 investiga schools v 1900s	te what vere like in the islan chron from to the how shap how influinflu wor met enquevid rigo histo disco	w and understand history of these lids as a coherent, conological narrative, in the earliest times he present day: repeople's lives have led this nation and restrain has lienced and been lienced by the wider lid understand the hods of historical luiry, including how lence is used rously to make lorical claims, and lern how and why light transiting arguments	beyond living memory past present source evidence decade
	cont	ern how and why crasting arguments interpretations of	
	<u> </u>		
	cons histo peo	past have been structed significant orical events, ple and places in rown 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







	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.	Order events chronologically. Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects, conversations)	similar different past present
Lesson 6: I can express a personal opinion to history		Ask questions Compare similarities and differences To understand changes outside of living	past present modern preferred







	memory.	

KS1 - Cycle B	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
Сусіе в	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	Order events chronologically Ask questions Compare similarities and differences To understand changes outside of living memory. To understand changes within living memory. Use primary sources (pictures, objects, conversations) Use secondary sources (recounts after the fact, videos)	armed forces constitutional monarchy government Head of State monarch

History LTP 2023/24







Topic: What people's lives have shaped this nation and chronologically Parliament rule

how Britain has

influenced and been







is a monarch?

coronations take place Summer 1

and who is the current monarch

Lesson 2: I can

understand why

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.

Ask questions Compare similarities and differences To understand changes outside of living memory. To understand changes within living memory. Use primary sources (pictures, objects, conversations) Use secondary sources (recounts after the fact,

videos)

anointing Archbishop of Canterbury ceremony coronation crowning investing oath orb procession sceptre







Changes within li	iving
memory. Where	
appropriate, thes	se
should be used to	0
reveal aspects of	
change in national	al life.







Order events absolute Lesson 3: I can explain Know and understand how William the the history of these chronologically monarchy Anglo-Conqueror became King islands as a coherent, Ask questions Saxon battle of England chronological narrative, Compare **Bayeux Tapestry** from the earliest times similarities and conquer earl **Edward the Confessor** to the present day: how differences people's lives have Harald Hardrada To understand changes shaped this nation and outside of living Harold Godwinson, Earl of Wessex invade how Britain has memory. influenced and been Use primary nobility influenced by the wider sources (pictures, Normandy world. objects, Normans Gain and deploy a conversations) power historically grounded William of Normandy Use secondary understanding of sources (recounts Witan abstract terms such as after the fact, 'empire', 'civilisation', videos) '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

















THEY SO		















Lesson 4: I can identify	Know and understand	Order events	absolute monarchy
how castles were made	the history of these	chronologically	attack
under William the	islands as a coherent,	Ask questions	bailey
Conqueror	chronological narrative,	Compare	conquer
	from the earliest times	similarities and	defend
	to the present day: how	differences	invade
	people's lives have	To understand changes	motte-and-
	shaped this nation and	outside of living	bailey Normans
	how Britain has	memory.	motte power
	influenced and been	Use primary	stone keep
		sources (pictures,	







	objects, conversations) Use secondary sources (recounts after the fact, videos)
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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	Order events chronologically Ask questions Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects, conversations) Use secondary	absolute monarchy Bayeux Tapestry constitutional monarchy coronation monarch
		sources (pictures, objects, conversations) Use secondary	
		sources (recounts after the fact, videos)	

History LTP







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].









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







LKS2 - Cycle
B
Topic: How
hard is it to
settle in
Britain
(AngloSaxons)
Autumn 1

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.

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 Know the difference between local, national and world history Understand the impact of events that change the course of living

history

Angles
Saxons
Jutes
invasion
settlers
Britons
Romans
empire
longships







	1	T T	
	Britain's settlement by Anglo-Saxons and Scots		
	the Viking and		
	AngloSaxon struggle for		
	the Kingdom of England		
	to the time of Edward		
	the		
	Confessor		
Lancar 2. Langidantif.			
Lesson 2: I can identify	understand historical		settlement
the features of	concepts such as		wattle daub
AngloSaxon settlements	continuity and change,		Northumbria
and how they changed	cause and		Mercia
from prehistoric times	consequence, similarity,		Wessex
	difference and		Kent East
	significance, and use		Anglia
	them to make		hearth
	connections, draw		cauldron
	contrasts, analyse		kingdom
	trends, frame		
	historically-valid		
	questions and create		
	their own structured		
	accounts, including		
	written narratives and		
	analyses Britain's		
	settlement by		
	AngloSaxons and Scots		







	T		
Lesson 3: I can make	understand the	To understand changes	Sutton Hoo
inferences about who	methods of historical	outside of living	Edith Pretty
was buried in Sutton	enquiry, including how	memory	Raedwald
		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)	
		Know the difference	
		between local, national	
		and world history	
		Understand the impact	
		of events that change	
		the course of living	
		history	







Lesson 4: I can research how Anglo-Saxons converted to Christianity	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 AngloSaxons and Scots		inferences burial mound sceptre gilt garnet 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	Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions	missionaries Vikings Lindisfarne Alfred the Great Battle of Edington Wessex Danelaw Guthrum The Great Heathen Army











Lesson 6: I can understand how AngloSaxon rule ended	constructed Britain's settlement by AngloSaxons and Scots	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	William of Normandy Harald Hardrada
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Normandy Witan successor			Witan
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LKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster	Key Vocabulary
Cycle B			links)	
Topic:	Lesson 1: I can explain where and why The Vikings came to Britain	Know and understand the history of these islands as a coherent,	Order events chronologically To understand changes	Anglo-Saxons explorer invader
Vikings –		chronological narrative, from the earliest times	outside of living memory	raider settler trader
peaceful		to the present day: how people's lives have	Compare similarities and differences	Vikings
settlers or	Lesson 2: I can evaluate the validity of sources	shaped this nation and how Britain has	Ask questions Identify how key figures	Alcuin of York Anglo-Saxon
raiders?	,	influenced and been influenced by the wider	of history can influence a time period	Chronicle balanced bias inference one-
Spring 1		world.	Respond appropriately to a	sided
			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	
	Understand historical concepts such as continuity and change, cause and		Simeon of Durham perspective primary source secondary source

History LTP







Lesson 3: I can explore the features of a Viking longboat

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.

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 Know the difference between local, national and world history Understand the impact of events that change

the course of living

history

engineer hull keel longboat mast oars rudder sail









The Viking and
AngloSaxon 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.







Gain and deploy a Order events Baghdad Lesson 4: To examine chronologically why trading was historically grounded barter important to the Vikings understanding of To understand changes Birka abstract terms such as outside of living Constantinople 'empire', 'civilisation', exchange memory 'parliament' and Compare similarities and feathers and down 'peasantry'. The Viking differences Hedeby and Anglo-Saxon Ask questions Jorvik trade struggle for the Identify how key figures Kingdom of England to of history can influence the time of Edward a time period the Confessor. Viking Respond appropriately raids and invasion to a given stimuli. Use resistance by Alfred primary and the Great and secondary sources Athelstan, first king of (pictures, articles, news England. 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

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	Further Viking invasions	
	and Danegeld.	









To understand changes Lesson 5: I can extract Understand historical cause and interpret concepts such as outside of living consequence information from continuity and change, Danelaw memory cause and Compare similarities events sources consequence, similarity, and differences impact difference and Ask questions paganism significance, and use Identify how key figures sacred them to make of history can influence connections, draw a time period contrasts, analyse Respond trends, frame appropriately to a historically-valid given stimuli. Use questions and create primary and their own structured secondary sources accounts, including (pictures, articles, news written narratives and report) analyses. Understand where a The Viking and time period fits in an AngloSaxon struggle overall history timeline for the Kingdom of Know the difference England to the time of between local, national Edward the Confessor. and world history Viking raids and Understand the impact invasion resistance by of events that change Alfred the Great and the course of living Athelstan, first king of history England.

2023/24







	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 enquiry
	consequence,	one-sided
	similarity, difference	supporting
	and significance, and	evidence
	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 nest have been	
the past have been	
constructed.	
The Viking and	
AngloSaxon 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 Topic:	Lesson 1: I can use evidence to interpret the character of Henry	understand the methods of historical enquiry, including how	Order events chronologically To understand changes	Tudor Battle of Bosworth Henry VII
Tudors Summer 1	VIII	evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of	outside of living memory Compare similarities and differences Ask questions	Elizabeth of York Henry VIII tyrant fair ruler monarch







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
overall history timeline Know the difference
between local, national and world history Understand the impact
of events that change the course of living history







the past have been	portrait
constructed gain and	interpretation
deploy a historically	primary source bias
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 2: To use understand the Order events Anne Boleyn primary and secondary methods of historical chronologically historical sources to understand To understand changes investigation enquiry, including how Anne Boleyn evidence is used outside of living interpretation primary rigorously to make memory source historical claims, and Compare similarities and differences discern how and why contrasting arguments Ask questions Identify how key figures and interpretations of of history can influence the past have been constructed a study of a time period an aspect or theme in Respond British history that appropriately to a extends pupils' 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

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<u> </u>		
	chronological	
	knowledge beyond	
	1066	







Order events Lesson 3: To understand understand historical Catherine of Aragon why Henry VIII had six concepts such as chronologically Anne Boleyn To understand changes continuity and change, Jane Seymour wives outside of living Anne of Cleves cause and Katherine Howard consequence, memory Compare similarities and similarity, difference Katherine Parr and significance, and differences heir use them to make Ask questions source connections, draw Identify how key figures evidence contrasts, analyse of history can influence trends, frame a time period historically-valid Respond appropriately questions and create to a given stimuli. Use their own structured primary and accounts, including secondary sources written narratives and (pictures, articles, news analyses understand report) the methods of Understand where a historical enquiry, time period fits in an including how evidence overall history timeline is used rigorously to Know the difference make between local, national historical claims, and and world history discern how and why Understand the impact contrasting arguments of events that change and interpretations of the course of living history







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

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 Know the difference between local, national and world history Understand the impact of events that change

the course of living

history

Royal Progress primary source secondary source propaganda image litter evidence historical deductions







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.







1			1	
	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 creator
		from the earliest times		
		to the present day:		interpretation
		how people's lives have		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		







,		<u>, </u>		
	Lesson 6: I can	know and understand	Order events	will
	understand Tudor	the history of these	chronologically	inventory
	England through	islands as a coherent,	To understand changes	prediction
	inventories	chronological narrative,	outside of living	valuation
		from the earliest times	memory	£ s d (pounds, shillings,
		to the present day: how	Compare similarities	pence)
		people's lives have	and differences	Merchant
		shaped this nation and	Ask questions	pewter
		how Britain has	Identify how key figures	John Blanke
			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	









2023/24







	1	
influenced and been		ttelena of
influenced by the		nondsbury
wider world gain and	fre	e enslaved
deploy a historically	tou	ırnament
grounded		
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	
	regional, national	









Lesson Objectives:

and international history; better cultural, ecomilitary, por religious and history; and short- and timescales. an aspect of	tween onomic, olitical, od social d between long-term a study of	
an aspect of British histo	or theme in	
extends pu chronologic		
knowledge 1066	beyond	

Substantive Knowledge

UKS2 -
Cycle B
Topic:
Empire
Windrush

Lesson 1: I can compare and contrast Britain and the Caribbean.	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

links) Caribbean Order events **West Indies** chronologically Archipelago To understand changes Windward Islands outside of living Leeward Islands memory Antilles Compare similarities **Americas** and differences The Guianas Ask questions Colonialism

Key Vocabulary

Disciplinary Knowledge

(progression poster











Autumn 1

Lesson 2: I can understand the role of African Caribbean people in Britain before the 1940s.

Lesson 3: I can understand the impact of African Caribbean men in WW2.

influenced by the wider world know and understand significant aspects of the history of the wider world: gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' 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 historicallyvalid 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

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

British Empire
Transatlantic Slave Trade
Population
Independence
National Identity
Island
Stereotype

Descent
Origin
Colonialism
British Empire
Transatlantic Slave Trade
Slave/servant
Population
Diversity
National Identity
Island

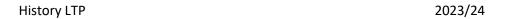
Service men and women
Mother Land
Empire
West Indian
British Empire
British West Indies
Regiment (BWIR)
West India Regiment
(WIR)
Propaganda
The West Indian ATS
(Auxiliary Territorial
Service)







Ltt	Lesson 4: I can work chronologically. Lesson 5: I can explore the difficulties faced by the Windrush settlers. Lesson 6: I can	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.	Women's Auxiliary Force Volunteers Colonial troops Colour prejudice and 'The Colour Bar' Racism The War Office The war effort Immigration Migration Emigration British Nationality First Generation Ethnic Minority Returnee Pioneers Prejudice Racism Prejudice Injustice Inequality Legislation Discrimination Race Relations Board Anti-Racism Equal Opportunities Citizenship Awards
	understand how		Recognition Legacy









Windrush has impacted Britain's society.			Commemoration Diversity Heritage Multiculturalism Equality Pioneer
 Lesson Ohiectives	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary

UKS2 -
Cycle B
Topic:
Ancient
Greece
Spring 1

		(progre links)
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	Order echrono To und outside memor Compa and dif

ession poster Greece period events ologically Mediterranean Sea derstand changes Aegean Sea de of living Ionian Sea Minoan Civilisation ory are similarities Mycenaean Period ifferences Dark Ages **Archaic Period** Ask questions Golden Period Identify how key figures of history can influence Hellenistic Period a time 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.	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	Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena 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
			I	

study of Greek life and achievements and their

influence on the western world











They should regularly Lesson 3: I can identify address and sometimes similarities and differences between devise historically valid Athens and Sparta questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed Lesson 4: I can from a range of sources. understand how Ancient Greece - a Athenian democracy study of Greek life and worked achievements and their influence on the western world Lesson 5: I can understand the importance of Ancient Greek philosophers

democracy oligarchy location city-state government Athens Sparta landlocked assembly lyre

democracy direct democracy representative democracy constitutional monarchy boule assembly

philosophy
Socrates
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	
UKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary	
Cycle B Topic: Local History	Lesson 1: I can use a census to make inferences about the past.	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to	Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions	census enumerator schedule enumeration books head of household scholar condition	
	Lesson 2: I can compare changes through time.	pare make connections,	make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts,	Identify how key figures of history can influence a time period Respond appropriately to a given stimuli.	textiles flax flax mill spinner joiner observation inference
Lesson 3: I can use primary sources to form an opinion.	narratives and analyses	(pictures, articles, news report)	textile mill flax yarn carding		











Lesson 4: I can understand the impact of Mary Bucktrout.

Lesson 5: I can reconstruct the lives of people through census.

Lesson 6: I can compare and identify changes.

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,

Know the difference between local, national and world history Understand the impact of events that change the course of living history bobbins
William Dodd
shilling
flax linen
can-hooker
piecer

can-hooker piecer overlooker reconstruct

suffragette head of household

comparing governess







military, political,
religious and social
history; and
between short- and
long-term
timescales
timescales
changes within
living memory.
Where appropriate,
these should be
used to reveal
aspects of change in
national life
national inc
a local history study
, ,
a study over time
tracing how several
aspects of national
history are reflected
in the locality (this
can go beyond
1066)
a study of an aspect
of history or a site
dating from a period







beyond 1066 that significant in the locality	: is

EYFS	Communication and Language	Personal, Social, Emotional Development	Understanding the World
Local History (family around me) Autumn 1	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.







Bonfire	Offer explanations for why things might happen, making	Work cooperatively with others.	Understand the past through setting, characters and events
Autumn 2	use of vocabulary introduced.	Show sensitivity to their own and other's needs.	encountered in books reads in class.
Christmas	To use simple historic vocabulary linked to past and		Know the similarities and differences between things in the past and now, drawing on
Autumn 2	present tense, old and new, then and now.		their experiences.
Chinese New			
Year Spring 1			

History LTP