

School Objectives:

- Key Reading Text provides stimulus for topic (increases exposure to high quality texts & promotes a love or reading)
- Clear vocabulary taught in each topic and built upon each year
- Opportunities to review and consolidate knowledge across year groups
- Develops learners' cultural capital

Year A		EYFS	Y1&2 A	Y1&2 B	Y3&4 A	Y3&4 B	Y5&6 A Y5&6	
Vocabulary		old, new, then, before, now, next, after, soon, today, tommorrow, yesterday			past, present, chronological, BC, AD, decade, century, during		chronological, BC, AD, monarch, settlement, invader, primary/secondary sources, social, religious, political, technological, cultural	
Skills (Ongoing)	Chronological understanding (ordering and sequencing	Personal timeline from infancy to present -remembers & talks about past & present events in their own lifes -know the difference between past & present in their own lives -remembers & talks about significant events in their own experiences	Y1 - Sequence at le order e.g make simp toys/games played Y2 - Recount chang time. Correctly orde events/objects using scale/timeline	es in own life over r at least 3	Y3 - Use a timeline to place events in order and understand timelines can be divided into BC/AD. Understand history can be divided into different time periods with their own names. Y4 - Recognise similarities and differences between historical periods studied and place significant events (inc names and dates) from the past on a timeline. Divide recent history into present (21st century) and past (being able to name which century it occurred) Y5 - Use timeline to place and local, national and international Fit main events/people/periods a chronological framework. Identify changes within and act time periods Y6 - Can name and date signif from past and place on timeline. Stuarts, Victorians and today. Use timelines to demonstrate changes/developments in cultur technology, religion and societ able to describe these changes		ernational events. e/periods studied into work. n and across different ate significant events n timeline using these at points: BC, AD, ns, Normans Tudors, d today. onstrate ts in culture, religion nd society and be	
	Knowledge and understanding of past events, people and changes	Identify changes in their lives -know some reasons why people's lives were different in the past	Y1 - Tell difference present in own and Y2 - Use information and differences betw showing knowledge living memory. Recount main event period of history.	others lives. In to describe the past ween now and then, of aspects beyond	Y3 - Show knowledg of key events/people studied including sim differences. Use evidence to desi including aspects sud Houses and settleme their uses/clothes/dif	of areas they have ilarities and cribe the past ch as: ents/Buildings and	have of main events, situations and o periods studied. Identify changes and links with across time periods studied. Identify some social, cultural, re and ethnic diversities of societies st	

	-say why we remember some events from the past eg. Poppy & Remembrance	Start to understand people had reasons for their actions and start to explain them using evidence.	rich and poor/people's beliefs and attitudes and show how these may have changed. Y4 - Show knowledge and understanding by describing features of past societies and periods. Give reasons why buildings, cultures, ways of life etc may have changed over given time periods. Describe how some of past events/people affect life today.	Y6 - Choose reliable sources of factual evidence to describe: houses & settlements; culture & leisure activities; clothes; way of life & actions of people; religion and attitudes; differences between lives of rich and poor. Identify how any of above may have changed over given time period and show changes on timeline. Describe how events and changes affect life today. Give own reasons why events and changes may have occurred – backed up with evidence
Historical Interpretation	Begin to identify & recount some details of own past from sources such as pictures. -look at pictures & artefacts & identify old & new	Y1 - Begin to identify & recount some details of past from sources such as pictures, stories. Y2 - Recognise different ways in which the past is represented e.g books/ pictures/photos/buildings/visits/eye- witness accounts/internet Understand why some people in the past did things	Y3 - Look at two versions of people in past and identify differences in the accounts Y4 - Give reasons why there may be different accounts in history	Y5 - Look at different versions of same event and identify differences in accounts. Give clear reasons for why there may be different accounts including referencing primary and secondary sources. Know that people may represent events and ideas in ways that persuade others. Y6 - Understand that the past has been interpreted in different ways and suggest accurate/plausible reasons for this. Know and understand that some evidence is propaganda, opinion or misinterpretation and that this affects interpretations of history
Historical Enquiry	Start to ask questions about objects or pictures from the past	 Y1 - Find answers to simple questions about the past from sources of information. Y2 - Observe/handle different sources e.g pictures/artefacts to find information about the past. Ask and answer questions such as 'What was it like for? What happened in the past? How long ago did happen?' 	Use printed sources, internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Y3 - Ask questions such as 'How did people? What did people do for?' Suggest sources of evidence from selection provided to use to help answer questions Y4 - Understand difference between primary and secondary sources of evidence.	Y5 - Use and choose reliable sources including documents, printed sources, internet, pictures, photos, music, artefacts,historic buildings and visits to collect information about the past. Ask range of question about the past. Realise there is often not a single answer to historical questions. Y6 -

Focus Topic	Year A	Linked to termly themes & children's ongoing	We do Like to be Beside the Seaside (History)	Fire Fire! – Great Fire of London (History)	Ask questions such a for aduring? Suggest sources of a help answer question Savage Stone Age (History)	evidence to use to	The Struggle for Power – Vikings & Anglo Saxons	Invaders – The Roman Empire (History)
Key Texts		interests History will be linked to focus text where appropriate & form part of wider learning across a range of Areas of Learning. Starting School by Janet & Alan Alberg Once There Were Giants by Martin Waddell A Chair for Baby Bear by Kaye Umansky Mr Wolf's Week The Very Hungry Caterpillar Eg. Space theme: Whatever Next! by Jill Murphy Professor Astro Cat's Space Rockets by Dr Dominic Walliman & Ben Newman Man On The Moon (a day in	Lucy & Tom at the Seaside by Shirley Hughes The Storm Whale by Benji Davies	Toby and the Great Fire of London by Margaret Nash	Stoneage Boy by Satoshi Kitamura How to Wash a Woolly Mammoth by Michelle Robinson	The Chocolate Tree: A Mayan Folktale by Linda Lowery	(History)Viking Boy by Tony BradmanShe Wolf by Dan SmithWay of the Waves by Janina RamierezAnglo-Saxon Boy by tony BradmanThe Great Viking Adventure by Ally KennanArthur and the Golden Rope by Todd StantonTerru Deary's Viking TalesViking Sagas – BBC Schools radio100 Facts: VikingsViking Long ship – Spectacular Visual Guides Collection	The Roman Quests: Escape from Rome by Caroline Lawrence

Key Vocabulary	the life of Bob) by Simon Bartram day, week, days of the week, baby, child, adult	Beach Pier Lighthouse Lifeboat Victorians Changing huts Rail Punch and Judy	Fire London River Thames King Charles II Century Bakers The Monument Samuel Peyps	Stone Henge Hunters Extinct Cave paintings Woolly mammoth Axes Spears Homes	Chocolate Cocoa beans Gods Calendar Warrior Pyramid Stelae Astronomy Jungle	To Asgard! Poem from Falling out of the Sky. Invaders Invasion Settlement Archaeology Artefacts Long boats Runes	Invaders Invasion Settlement Gladiator Centurion Cesar Urn Mosaic Ruins Coliseum
Key knowledge	What changes are there in routine during different times of the day, months & seasons of the year?How do these changes have an impact on what I do, wear & celebrate?How have I changed between now & as a baby?What is the same/different between my toys now & those as a baby?	Which time period do the Victorians fit in? (link onto a time line) What did they used to wear at the beach? Who was the king/queen of England at this time? How have beach holidays in the past changed compared to modern ones?	Which time period do they fit in? (link onto a time line) What date did the fire start? How did the fire start? Why did the fire spread so easily? Who was the king at the time? Who was Samuel Peyps?	Which time period is this? (link onto a time line) How did their homes evolve during this time period? How did they survive? (hunter/gather) How was Stone Henge created?	Which time period is this? (link onto a time line) Who were the Mayans? Where were the Mayan cities located? Why did the Mayan civilisation decline? (geog link) What impact did the Mayans have on modern life?	Which time period do they fit in? (link onto a time line) Where did the Vikings/Saxons come from? What was the difference in lifestyles between the Vikings/Saxons? How did they travel/explore? What impact have Vikings/Saxons had on modern day lives?	Which time period do they fit in? (link onto a time line) Who were/what was the importance of gods? Who was Boudica? (local history link) How have the Romans affected landmarks? What did the Romans invent? Who were the most successful Roman rulers?
Focus Topic Year B	Linked to termly themes & children's ongoing interests	Intrepid Explorers	War on the Home Front	Egyptians	Settlements	Groovy Greeks	Wartime – WWI&WW2

Key Texts	Eg. Birthdays: Kipper's Birthday by Mick Inkpen Elmer's Day by David McKee Easter: The Tale of the Three Trees by Angela Elwell Hynt Christmas: Grandpa's Christmas Michael Murpurgo Diwali: Rama & Sita Remembrance: Cbeebies Poppies animation	Where the Wild Things Are by Maurice Sendak	Time Travelling Toby by Graham Jones The Story of World War 1 by Richard Brassey Archie's War by Marsia Williams Where the Poppies now Grow by Hilary Robinson & Martin Impey War Game by Michael Foreman	The Time Travelling Cat and the Egyptian Goddess by Julila Jarman	There's a Viking in my Bed by Jeremy Strong	Who Let the Gods Out? By Maz Evans An Ancient Greek Temple (Spectacular Visual Guides Collection) Great Greeks (fun poems. Pie Corbett – use mythological creatures to invent fantastical beasts and write non- chronological reports	Goodnight Mister Tom – Michelle Magorian
Topic Specific Vocabulary	birthday celebrate celebration Easter Christmas Diwali Remembrance	Astronaut Ocean Compass Exploration Explorers Map Navigation Ship Shuttle Space Voyage	War Army Troops Frontline Trench Rifle Ration Surrender Allies Siren Evacuate Evacuate Evacuee Gas Mask Invade	Cleopatra Tutankhamun Pyramid Sphinx Mummy Mummification Pharaoh Cairo River Nile Papyrus Slave Hieroglyphics Treasure	Location Village Town City	Olympics Democracy Mediterranean Agean Sea	Allies War Army Soldier Liberate Siren Evacuee Evacuee Evacuation Invaded Ration Shelter
Key Knowledge	Why do we celebrate birthdays? -explore ways they have	Who was Tim Peake/Christopher Columbus?	When did the war begin? (link on to a timeline) Why did the war begin?	When did the ancient Egyptians live? (link on to a timeline)	What is a settlement? What important features did early settlements need?	When did the ancient Greeks live? (link on a timeline)	When did the WW take place? (link onto a time line) What started the World Wars?

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