

Class 1 - History		
	Cycle A	Cycle B
A1		
A2	<p><b>Pilgrim Fathers</b></p> <p>Know how to identify some differences between past and present.</p> <p>Know how to identify old and new from pictures.</p> <p>Know how to use stories as sources for answering questions about the past.</p> <p><i>Know how to observe and handle artefacts and use these to ask and answer questions about the past.</i></p> <p><i>Know how to use a source.</i></p> <p><i>Know how to handle sources to answer questions about the past.</i></p>	<p><b>Memory Box- Christmas within living memory</b></p> <p>Know how to sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Know how to use simple timelines to order some recent events</p> <p>Know how to sequence events in their own life</p> <p>Know about time passing through Christmases</p> <p><i>Know how to sequence artefacts closer together in time</i></p> <p><i>Know how to sequence photographs etc. from different periods of their life</i></p> <p><i>Know how to describe memories from key events in lives</i></p> <p>Know how to use stories to encourage distinction between fact and fiction.</p> <p>Know how to compare adults talking about the past- consider how reliable are their memories.</p> <p><i>Know how to compare two versions of a past event.</i></p> <p><i>Know how to compare pictures of people or events in the past</i></p> <p><i>Know how to discuss the reliability of photos, accounts and stories.</i></p>
Sp1		<p><b>Significant Explorers</b></p> <p>Know the main events and people studied in a topic.</p> <p>Know how to use simple words and phrases to describe the past- after, before, between.</p> <p><i>Know how to recognise why people did things, why events happened and what happened as a result.</i></p> <p><i>Know how to identify differences between ways of life at different times</i></p> <p>Know how to identify some differences between past and present.</p> <p>Know how to identify old and new from pictures.</p> <p>Know how to use stories as sources for answering questions about the past.</p> <p>Know how to observe and handle artefacts and use these to ask and answer questions about the past.</p> <p><i>Know how to use a source.</i></p> <p><i>Know how to handle sources to answer questions about the past.</i></p>
Sp2	<p><b>Toys from the past</b></p> <p>Know how to sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Know how to use simple timelines to order some recent events</p> <p>Know how to sequence events in their own life</p> <p>Know about time passing through birthdays</p> <p><i>Know how to sequence artefacts closer together in time</i></p> <p><i>Know how to sequence photographs etc. from different periods of their life</i></p> <p><i>Know how to describe memories from key events in their lives</i></p> <p><b>Know the main events and people studied in a topic.</b></p>	<p><b>Fire of London</b></p> <p>Know the main events and people studied in a topic.</p> <p>Know how to use simple words and phrases to describe the past- after, before, between.</p> <p><i>Know how to recognise why people did things, why events happened and what happened as a result.</i></p> <p><i>Know how to identify differences between ways of life at different times</i></p> <p>Know how to identify some differences between past and present.</p> <p>Know how to identify old and new from pictures.</p> <p>know how to use stories as sources for answering questions about the past.</p>

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Su1	<p><b>Travel and Transport</b></p> <p>Know how to sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Know how to use simple timelines to order some recent events</p> <p>Know how to sequence events in their own life</p> <p>Know about time passing through birthdays</p> <p><i>Know how to sequence artefacts closer together in time</i></p> <p><i>Know how to sequence photographs etc. from different periods of their life</i></p> <p><i>Know how to describe memories from key events in lives</i></p> <p>Know the main events and people studied in a topic.</p> <p>Know how to use simple words and phrases to describe the past- after, before, between.</p> <p><i>Know how to recognise why people did things, why events happened and what happened as a result.</i></p> <p><i>Know how to identify differences between ways of life at different times</i></p> <p>Know how to use stories to encourage distinction between fact and fiction.</p> <p>Know how to compare adults talking about the past- consider how reliable are their memories.</p> <p><i>Know how to compare two versions of a past event.</i></p> <p><i>Know how to compare pictures of people or events in the past</i></p> <p><i>Know how to discuss the reliability of photos, accounts and stories.</i></p>	
Su2	<p><b>Holidays in the Past</b></p> <p>Know how to sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Know how to use simple timelines to order some recent events</p> <p>Know how to sequence events in their own life</p> <p>Know about time passing through birthdays</p> <p><i>Know how to sequence artefacts closer together in time</i></p> <p><i>Know how to sequence photographs etc. from different periods of their life</i></p> <p><i>Know how to describe memories from key events in lives</i></p>	<p><b>Significant Individuals</b></p> <p>Know the main events and people studied in a topic.</p> <p>Know how to use simple words and phrases to describe the past- after, before, between.</p> <p><i>Know how to recognise why people did things, why events happened and what happened as a result.</i></p> <p><i>Know how to identify differences between ways of life at different times</i></p> <p>Know how to identify some differences between past and present.</p> <p>Know how to identify old and new from pictures.</p> <p>Know how to use stories as sources for answering questions about the past.</p>



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Key Area	Key Vocabulary (Class 1)
<b>Chronological Understanding</b>	<p>Today, now, hours, tomorrow, yesterday, then after, before, weeks, the present, year, decade, century, the past, long ago, the future, day, week, month, long ago, ancient, modern, date order, investigate, timeline, explain</p>
<b>Range and Depth of Knowledge</b>	
<b>Interpretation of History</b>	
<b>Historical Enquiry</b>	<p><i>Timeline, Chronological order, sequence, recent History, earlier, later, decades, centuries, source, question, newspapers, websites, Internet, research, artefact, similar, different</i></p>

Class 2 - History		
	Cycle A	Cycle B
A1	<p><b>Jacques Cousteau</b></p> <p>Know how to place the time studied on a timeline</p> <p>Know how to use dates and terms related to the study unit and passing of time</p> <p>Know how to find out about everyday lives of people in time studied.</p>	<p><b>Medicine</b></p> <p>Understand why people may have wanted to do something</p> <p>Know how to use the library and internet for research.</p>
A2	<p><b>Timeline of the Toothbrush</b></p> <p>Know how to place events from period studied on a timeline</p> <p>Know how to use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	
Sp1	<p><b>Ancient Egyptian era</b></p> <p>Know how to sequence several events or artefacts</p> <p>Know how to identify key features and events of time studied.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Know how to distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc.</p> <p>Look at the evidence available.</p> <p>Begin to know how to evaluate the usefulness of different sources.</p> <p>Know how to use textbooks and historical knowledge.</p>	<p><b>Roman Empire</b></p> <p>Know how to use a range of sources to find out about a period.</p> <p>Know how to observe small details – artefacts, pictures.</p> <p>Use evidence to build up a picture of a past event.</p>
Sp2		<p><b>David Attenborough</b></p> <p>Know how to offer a reasonable explanation for some events.</p> <p>Begin to know how to use the library and internet for research.</p>
Su1	<p><b>Stone Age</b></p> <p>Know how to compare with our life today</p> <p>Ask a variety of questions.</p> <p>Know how to look for links and effects in time studied.</p>	<p><b>Anglo Saxons</b></p> <p>Know how to identify reasons for and results of people's actions</p> <p>Know how to use evidence to reconstruct life in time studied.</p> <p>Know how to select and record information relevant to the study.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p>
Su2		

Key Area	Key Vocabulary (Class 2)
Chronological Understanding	BC and AD, Timeline, Period Thousands of years, Primary and secondary source, opinion, theme,



<b>Range and Depth of Knowledge</b>	similarities and differences, evidence, archaeologist, excavation, chronological order.
<b>Interpretation of History</b>	<i>Consolidation of BC and AD (BCE and CE), Time difference, era, change, compare, reliable, continuity, primary and secondary source, first hand and second-hand evidence</i>
<b>Historical Enquiry</b>	

## Class 3 - History

	Cycle A	Cycle B
A1	<p><b>Norman Invasion</b>  <i>Know how to recognise primary and secondary sources.</i></p> <p>Know and sequence key events of time studied</p> <p><i>Place current study on a timeline in relation to other studies</i></p> <p>Know how to use relevant terms and period labels</p> <p><i>Use relevant dates and terms</i></p> <p><b>Know key dates, characters and events of time studied.</b></p> <p>Know how to offer some reasons for different versions of events.  <i>Know how to consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</i>            Be aware that different evidence will lead to different conclusions.</p>	
A2	<p><b>Victorian Workhouses</b>  <i>Bring knowledge gathered from several sources together in a fluent account.</i></p> <p>Know and sequence key events of time studied</p> <p><i>Place current study on a timeline in relation to other studies</i></p> <p>Know how to use relevant terms and period labels</p> <p><i>Use relevant dates and terms</i></p> <p><b>Know how to examine causes and results of great events and the impact on people.</b></p> <p><i>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</i></p> <p><b>Know key dates, characters and events of time studied.</b></p> <p>Know how to compare accounts of events from different sources – fact or fiction.</p>	<p><b>World War 1</b>  <i>Suggest omissions and the means of finding out.</i></p> <p>Use evidence to build up a picture of a past event.</p> <p>Know and sequence key events of time studied</p> <p><i>Place current study on a timeline in relation to other studies</i></p> <p>Know how to use relevant terms and period labels</p> <p><i>Use relevant dates and terms</i></p> <p><b>Study different aspects of different people - differences between men and women.</b></p> <p><i>Compare beliefs and behaviour with another time studied.</i></p> <p><b>Know key dates, characters and events of time studied.</b></p>

	<p>Be aware that different evidence will lead to different conclusions.</p>	<p>Know how to compare accounts of events from different sources – fact or fiction.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Explain their understanding of propaganda.</p>
Sp1		
Sp2	<p><b>Ancient Greece</b></p> <p>Know how to use the library and internet for research with increasing confidence.</p> <p>Select relevant sections of information.</p> <p>Know and sequence key events of time studied</p> <p><i>Place current study on a timeline in relation to other studies</i></p> <p>Know how to use relevant terms and period labels</p> <p><i>Use relevant dates and terms</i></p> <p>Know how to make comparisons between different times in the past</p> <p>Know key dates, characters and events of time studied.</p> <p>Be aware that different evidence will lead to different conclusions.</p>	
Su1		<p><b>Early Islamic Civilisation</b></p> <p>Know how to use the library and internet for research with increasing confidence.</p> <p>Select relevant sections of information.</p> <p>Know and sequence key events of time studied</p> <p><i>Place current study on a timeline in relation to other studies</i></p> <p>Know how to use relevant terms and period labels</p> <p><i>Use relevant dates and terms</i></p>

		<p><i>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</i></p> <p>Know key dates, characters and events of time studied.</p> <p><i>Know how to link sources and work out how conclusions were arrived at.</i></p> <p>Be aware that different evidence will lead to different conclusions.</p>
Su2		<p><b>Local History: Coal Mining</b></p> <p><i>Know how to recognise primary and secondary sources.</i></p> <p><i>Know how to use a range of sources to find out about an aspect of time past.</i></p> <p>Know and sequence key events of time studied</p> <p><i>Place current study on a timeline in relation to other studies</i></p> <p>Know how to use relevant terms and period labels</p> <p><i>Use relevant dates and terms</i></p> <p>Know how to examine causes and results of great events and the impact on people.</p> <p><i>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</i></p> <p>Know how to compare an aspect of life with the same aspect in another period.</p> <p>Know key dates, characters and events of time studied.</p> <p><i>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</i></p> <p><i>Know how to consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</i></p> <p>Be aware that different evidence will lead to different conclusions.</p>

Key Area	Key Vocabulary (Class 3)
Chronological Understanding	Sequence, relevant terms, chronological order, relation, comparison, dates
Range and Depth of Knowledge	Aspects of life, time period, past event, cause and effect, explanation, examine, impact, beliefs, behaviours, characteristics, views, feelings, key dates
Interpretation of History	Propaganda, evidence, conclusions, sources, primary sources, secondary sources, events, fact, fiction, versions, interpretations, opinion, bias,
Historical Enquiry	<p>Ancient Greece: Philosophy, Athenians, Spartans, democracy, plague, Zeus, Apollo, temple, Language,</p> <p>Coal Mining: Colliery, bituminous, Strike, Government, Controversial, Disaster, Fossil fuel, Trapper, Hurrier, Shaft, Propaganda, Industrial</p> <p>Early Islamic Cavillation: Baghdad, House of Wisdom, mosque, Ramadan, scholar, Prophet Muhammad, merchant, manuscript, ailments, madrassa, crusades</p> <p>World War 1: trench, frontline, Support line, Reserve line, The Allies, No Man's Land, alliance, rationing, assassination, Central Powers, Christmas truce, air raid, siren, gas mask, propaganda, tank, Balkans, barbed wire, armistice, artillery, barrage, bolt hole, battalions, empire, Home Front, shrapnel, Red Cross, grenade, victory, mobilisation, infantry, mortar, revolution</p> <p>Victorian Workhouse: crime, punishment, industry, invention, rural, revolution, compulsory, Government, workhouse, laws, orphan, artefact, dunce cap</p> <p>Norman Invasion: The Battle of Stamford Bridge, 1066, Battle of Hastings, Anglo-Saxon army, Norman army, Bayeux Tapestry, arrow, sword, coronation, Westminster Abbey, Battle Abbey, revolts, Danes, harrying of the north, feudalism, tenants, aristocracy, knights, census, Domesday Survey, Domesday Book, taxation, Norman French</p>