



HISTORY in a Nutshell



EYFS – Sparrows

Both Years	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">• I know that time passes in sequential order.• I know that there is key vocabulary associated with the passage of time.• I know that some things have changed in my own life.		
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">• I can talk about the lives of the people around them and their roles in society.• I can identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• I can understand the past through settings, characters and events encountered in books read in class and storytelling.		
Vocabulary	then, before, now, next, soon, ago, change, different.		



HISTORY in a Nutshell



Key Stage 1 – Skylarks & Willows

Odd Year	Autumn 1	Spring 1	Summer 1
Unit Title	How am I making History? (Y1/2 Kapow Cycle A)	Why did the Great Fire of London cause so much destruction? (TES Plans)	How was school Different in the past? (Y1/2 Kapow Cycle B)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">I know how to sequence three or four events in their own life.I know common words and phrases for the passing of time (e.g. now, long ago, then, before, after).I know that some things have changed and some have stayed the same in their own lives.	<ul style="list-style-type: none">I know where and when the fire started.I know what happened during that timeI know key landmarks in LondonI know key people alive in 1666	<ul style="list-style-type: none">I know that a decade is ten years.I know that beyond living memory is more than 100 years ago.I know that daily life has changed over time but that there are some similarities to life today.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">I can order three photographs on a simple timeline.I can use vocabulary such as past, present, future and memory.I can discuss similarities and differences.	<ul style="list-style-type: none">I can discuss how the fire could have started and what factors made it spread.I can discuss the effects of the fire on the City of London and the impact it hadI can discuss the development of firefighting as a consequence of the fire.	<ul style="list-style-type: none">I can state whether they would have preferred to go to school in the past or not and explain whyI can recognise some things which have changed/stayed the same as the past.I can make simple observations about a source or artefact.
Vocabulary	Celebrate, celebration, change, childhood Different, event, family, future Grandparent, lifetime, living memory Memory, now, present, past, remember, significant, similar, time capsule timeline	Timeline, past, disaster, plague, London, Pudding Lane, Thomas Farriner, baker, sparks, fire, flame, thatched, wood, horses, fire hook, leather bucket, squirter, Pudding Lane, River Thames, homeless, Samuel Pepys, diary, King Charles II, memorial, fire safety, engine, alarm	Past, timeline, date, different, decade, present, important, similar, modern living memory, evidence, source, decade beyond living memory, preferred



Key Stage 1 – Skylarks & Willows

Even Year	Autumn 2	Spring 2	Summer 2
Unit Title	What is a Monarch? (Y1/2Kapow Cycle B) & Norwich Castle Visit	How did we learn to fly? (Y1/2Kapow Cycle A)	What is History? (Y1/2 Kapow Cycle B)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">I know that a monarch is a king or queen.I know that monarchs in the past had all the power to make decisions.I know how castles have changed over time.	<ul style="list-style-type: none">I know who the Wright brothers were and the importance of the contribution of their inventions.I know the names of some pilots who were womenI know what a primary source is.	<ul style="list-style-type: none">I know how people spend their holidays differently.I know the features of holidays in the past.I know how to describe what holidays in the past were like and compare them to now.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">I can explain how William the Conqueror kept order and conquered England.I can identify the two different types of castle built by the Normans.I can identify features of Norman castles.	<ul style="list-style-type: none">I can identify important events surrounding the history of flight.I can explain how a significant event has changed the lives of others.I can ask questions about people and events in the past.I can use primary sources to find out about people and events in the past.	<ul style="list-style-type: none">I can identify similarities and differences between holidays in the past and now.I can order photographs on a timeline.I can ask one question about holidays in the past.
Vocabulary	attack conquer invade stone keep moat monarch motte-and-bailey nobility Normandy Normans coronation bailey battle Battlements Bayeux Tapestry	beyond living memory decade evidence eyewitness flight historic historically significant inventor living memory past present primary source	Change childhood different event family Future grandparent history holiday living memory now past present remember scrapbook similar timeline



Lower Key Stage 2 – Swifts & Sycamores

Odd Year	Autumn 1	Spring 1	Summer 1
Unit Title	What was Life like in Tudor England (Kapow adapt from Y5/6 Cycle A)	How hard was it to invade & settle in Britain? (Kapow Y3/4 Cycle A)	How does the Mayan civilisation compare to the Anglo Saxons (Kapow Y5 adapt)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">• I know relevant dates and terms for the period of the Tudors• I know Who Henry VII was & aspects of his character• I know why Henry VIII had so many wives	<ul style="list-style-type: none">• I know who were the Anglo Saxons• I know why they invaded Briton• I know the features of Anglo-Saxon settlements and how they changed from prehistoric times.	<ul style="list-style-type: none">• I know the key physical features of the Maya civilisation• I know the key periods in the Maya civilisation.• I know the features of the rainforest.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">• I can explain how inventories are useful to historians• I can discuss the differences between Primary and Secondary sources• I can put dates in the correct century.	<ul style="list-style-type: none">• I can make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.• I can suggest reasons for the Anglo-Saxon invasion of Britain.• I can name the key features of Anglo-Saxon settlements.	<ul style="list-style-type: none">• I can explain the challenges facing the Maya in the rainforest.• I can explain how the Maya settled in the rainforest.• I can identify similarities and differences between the Maya civilisation and the Anglo-Saxons.
Vocabulary	Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler Monarch portrait interpretation primary secondary /source bias historical investigation	Angles Britons convert empire inference Invasion Kingdom missionary paganism Pope Romans Saxons settlement settlers Vikings	Abandon city-state Classic period creation story decline deforestation drought Hieroglyphics pyramid rainforest slash and burn tropical rainforest



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Lower Key Stage 2 – Swifts & Sycamores

Even Year	Autumn 2	Spring 2	Summer 2
Unit Title	Why did the Romans settle in Britain? (Kapow Y3/4 Cycle A)	Would you prefer to live in the Stone, Bronze or Iron age? (Kapow Y3/4 Cycle A)	How have children's lives changed? (Kapow Y3/4 Cycle B)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">• I know the meaning of empire and invasion.• I know the chronology of the Roman invasion of Britain.• I know the consequences of the Roman invasion.• I know why the Romans needed a powerful army.	<ul style="list-style-type: none">• I know that prehistory was a long time ago.• I know the limitations of archaeological evidence.• I know how trade increased during the Iron Age and why coins were needed.	<ul style="list-style-type: none">• I know how to make observations and deductions from sources.• I know why children needed to work..• I know how to use sources to identify leisure activities and compare them over time.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">• I can identify a Roman soldier's equipment.• I can make observations about an artefact.• I can explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	<ul style="list-style-type: none">• I can accurately place AD and BC on a timeline.• I can explain how bronze was better than stone and how it transformed farming.• I can explain which period they would prefer to have lived in, providing evidence for their choice.	<ul style="list-style-type: none">• I can suggest how children's lives have changed.• I can identify diseases from the past and discuss how effective the treatments were.
Vocabulary	Boudicca empire inference invasion legacy Romans settlers	Stone Age BC AD prehistory period Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence Stonehenge artefacts deduction flint	Childhood continuity change chronological order inference observation apprentice chaffing wheat trapper textile mills bird scarcer domestic servant working conditions Factory Acts Parliament government ragged schools poverty reform



Upper Key Stage 2 – Swallows & Oaks

Odd Year	Autumn 1	Spring 1	Summer 1
Unit Title	What does the census tell us about our local area? (Kapow Y5/6 Cycle B)	What did the ancient Egyptians believe? (Kapow Y3/4 Cycle B adapt)	Were the Vikings Raiders, Traders or Settlers? (Kapow Y5/6 Cycle A)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none"> I know the type of information the census gives about people. I know the dangers of working in a textile mill. I know how to extract information from the census and decide whether a family was rich or poor. 	<ul style="list-style-type: none"> I know the ancient civilisations and key periods in ancient Egypt. I know the physical features of Egypt. I know some Egyptian beliefs about the afterlife. 	<ul style="list-style-type: none"> I know how to find evidence and make inferences from sources. I know some Viking trade routes. I know the differences between Viking sagas. I know the impact of Viking achievements.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none"> I can make observations from the census and identify changes between periods of time. I can create questions to identify the thoughts and feelings of a Victorian working child. I can describe change throughout time. 	<ul style="list-style-type: none"> I can identify the characteristics of important gods or goddesses. I can identify the stages and challenges of building a pyramid. I can explain why the pyramids were built. I can explain the links between ancient Egyptian beliefs and mummification. 	<ul style="list-style-type: none"> I can explain where the Vikings came from and why they invaded Britain. I can explain why trade routes were important to the Vikings. I can evaluate the impact of Viking achievements.
Vocabulary	Bobbins can-hooker carding census comparing Condition enumeration books enumerator Flax linen mill spinner governess head of household Inference joiner observation overlooker piecer Reconstruct schedule scholar shilling Suffragette textile mill yarn	Afterlife Book of the Dead civilisation historically significant immortal mummification preserve Ra River Nile sarcophagus	Achievement balanced viewpoint exchange impact Impression invader Jorvik Leif Erikson raider saga Settler stereotype trade route Viking



Upper Key Stage 2 – Swallows & Oaks

Even Year	Autumn 2	Spring 2	Summer 2
Unit Title	What was the impact of WWII on the people of Britain? (Kapow Y5/6 Cycle A)	Who should go on the banknote? (Kapow Y5/6 cycle B)	What did the Greeks ever do for us? (Kapow Y5/6 cycle B)
Never forgets Knowledge Substantive knowledge	<ul style="list-style-type: none">• I know the dates & duration of WWII• I know some of the key figures involved in WWII• I know the causes of World War 2.• I know the different phases in the Battle of Britain.• I know why migrants come to Britain	<ul style="list-style-type: none">• I know the features of a banknote.• I know the significance of historical figures.• I know the significant people and events across different time periods.	<ul style="list-style-type: none">• I know the features of ancient Greece.• I know the key periods in the ancient Greek civilisation.• I know the different types of democracy. what philosophy is.• I know the ancient Greeks' legacies and their impact.
Never forgets Skills Disciplinary knowledge	<ul style="list-style-type: none">• I can describe how children may have felt when evacuated.• I can evaluate the accuracy and reliability of sources.• I can describe the impact WW2 had on women's lives.	<ul style="list-style-type: none">• I can research important aspects of a person's life.• I can explain what makes a person significant.• I can make inferences about a person using a banknote.	<ul style="list-style-type: none">• I can make inferences about Greek gods.• I can research a Greek god.• I can compare Athens and Sparta.
Vocabulary	Accuracy air raid Battle of Britain bias The Blitz Evacuation evacuee impact propaganda purpose reliability	Alan Turing criteria issuing bank historically significant Jane Austen Joseph William Turner remarkable Remembered watermark Winston Churchill	Assembly constitutional monarchy democracy direct democracy ethics government period philosophy oligarchy representative democracy