

<b>Term</b>	<b>Autumn 1</b>	
<b>Year R</b>	<b>Marvellous Me</b>	
<b>Concept</b>	<b>Investigating and Interpreting Evidence</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what their immediate environment consists of.</li> <li>Children need to know what observing means.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will learn to verbalise their experiences of encountering things in their immediate environment.</li> <li>Children will learn to verbalise things they encounter in observation, discussion, stories, non-fiction texts and maps.</li> <li>Children will begin to describe.</li> </ul>
<b>Vocabulary</b>		
<b>Year 1</b>	<b>Introduction to Chronology</b>	
<b>Concept</b>	<b>Chronology</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what the past is.</li> <li>Children need to understand what chronology means.</li> <li>Children need to know some language that can be used when discussing the past (e.g. before, after, old, new, now, then, yesterday, earlier and later) and know some everyday historical terms.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will learn to use timelines to discuss the concept of chronology.</li> <li>Children will practise sequencing events, times and dates.</li> </ul>
<b>Vocabulary</b>		
<b>Year 2</b>	<b>Air Travel – individuals (Amelia Earhart, Wright Brothers) and changes within living memory</b>	
<b>Concept</b>	<b>Chronology</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what the past is. (revisiting from Year 1)</li> <li>Children need to know some language that can be used when discussing the past (e.g. before, after, old, new, now, then, yesterday, earlier and later). (revisiting from Year 1)</li> <li>Children need to understand what chronology means. (revisiting from Year 1)</li> <li>Children need to know the difference between dates and time spans.</li> <li>Children need to know what living memory is. (revisiting from Year 1)</li> <li>Children need to know about significant changes (e.g. technology, life, fashion, attitudes, houses, transport etc.) within living memory. (revisiting from Year 1)</li> <li>Children need to be able to appreciate that experiences are different for different people. (revisiting from Year 1)</li> <li>Children need to be able to appreciate that experiences are different at different times. (revisiting from Year 1)</li> <li>Children need to know what significant means and need to understand why a person is still remembered today. (revisiting from Year 1)</li> <li>Children need to experience a wide range of vocabulary of everyday historical terms.</li> <li>Children need to know where or whom to go to for clarification of vocabulary (e.g. expert adults, knowledge organisers).</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children need to use timelines to explain chronology and reason historically using the concept of chronology. (revisiting from Year 1)</li> <li>Children will practise sequencing events, times and dates and use their knowledge of the chronology of these to make comparisons and draw conclusions. (revisiting from Year 1)</li> </ul>
<b>Vocabulary</b>		

<b>Term</b>	<b>Autumn 2</b>	
<b>Year R</b>	<b>Others Around Them</b>	
<b>Concept</b>	<b>Investigating and Interpreting Evidence</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to understand that people and their lives can be different.</li> <li>Children need to know what differences and similarities are.</li> <li>Children need to know what a question is.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will practise verbalising aspects of their own lives.</li> <li>Children will practise verbalising aspects of other people's lives.</li> <li>Children will learn how to ask questions.</li> <li>Children will practise describing. (revisiting)</li> </ul>
<b>Vocabulary</b>		
<b>Year 1</b>	<b>Changes within living memory</b>	
<b>Concept</b>	<b>Chronology</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what the past is. (revisiting from Autumn 1)</li> <li>Children need to understand what chronology means. (revisiting from Autumn 1)</li> <li>Children need to know some language that can be used when discussing the past (e.g. before, after, old, new, now, then, yesterday, earlier and later) and know some everyday historical terms. (revisiting from Autumn 1)</li> <li>Children need to know what living memory is and about some significant changes within living memory (e.g. technology, houses, transport etc.)</li> <li>Children need an awareness that experiences can be different for different people and during different times.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will practise using timelines to construct a chronology of past events. (revisiting from Autumn 1)</li> <li>Children will practise sequencing events, times and dates. (revisiting from Autumn 1)</li> <li>Children will learn strategies that they can use to find out more about the past e.g. knowledge organisers, books and asking adults questions.</li> </ul>
<b>Vocabulary</b>		
<b>Year 2</b>	<b>Florence Nightingale (and Mary Seacole) – exploring a significant individual and drawing comparisons, cntd. time period gender differences from Amelia Earhart, individual in own locality</b>	
<b>Concept</b>	<b>Chronology</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to understand what chronology means. (revisiting from Year 1)</li> <li>Children need to know the difference between dates and time spans. (revisiting)</li> <li>Children need to know what significant means and need to understand why a person is still remembered today. (revisiting from Year 1)</li> <li>Children need to know and retain information about significant individuals, including their significance to national and international society. (revisiting from Year 1)</li> <li>Children need to understand what makes a person/individual significant. (revisiting from Year 1)</li> <li>Children need to understand chronology and appreciate that life is different in different periods. (revisiting from Year 1)</li> <li>Children need to appreciate how an individual may have been significant depending on the time period they lived in. (revisiting from Year 1)</li> <li>Children need to know how significant individuals and their contributions have shaped and made changes to subsequent society. (revisiting from Year 1)</li> <li>Children need to know features of their own locality (their town, their school, their city, country and which continent they live in).</li> <li>Children need to know what significant means and need to understand why an event, person or place is still remembered and relevant today.</li> <li>Children need to know and retain information about significant individuals in their own locality.</li> <li>Children need to know and retain information about significant places in their own locality.</li> <li>Children need to experience a wide range of vocabulary of everyday historical terms.</li> <li>Children need to know where or whom to go to for clarification of vocabulary (e.g. expert adults, knowledge organisers).</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children need to use timelines to explain chronology and reason historically using the concept of chronology. (revisiting from Year 1 and Autumn 1)</li> <li>Children will practise sequencing events, times and dates and use their knowledge of the chronology of these to make comparisons and draw conclusions. (revisiting from Year 1 and Autumn 1)</li> </ul>
<b>Vocabulary</b>		

<b>Term</b>	<b>Spring 1</b>	
<b>Year R</b>	<b>Others in the past (from books, stories)</b>	
<b>Concept</b>	<b>Chronology</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to understand that people and their lives can be different. (revisiting)</li> <li>Children need to know what important means.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will learn how to sequence.</li> <li>Children will learn to express their own ideas and thinking processes.</li> <li>Children will begin to use new vocabulary.</li> </ul>
<b>Vocabulary</b>		
<b>Year 1</b>	<b>Neil Armstrong and the Moon Landing – Significant Individual and Events/Changes within living memory</b>	
<b>Concept</b>	<b>Investigating and Interpreting Evidence</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what significant means, what makes a person significant and why a person is still remembered today.</li> <li>Children need to know information about the significant individual they are studying, including their significance to national and international society.</li> <li>Children need to know how the contributions of the significant individual have shaped and made changes to subsequent society.</li> <li>Children need to understand chronology and appreciate that life is different in different periods.</li> <li>Children need to appreciate how an individual may have been significant depending on the time period they lived in.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will practise using timelines to explain chronology. (revisiting from Autumn 1)</li> <li>Children will practise sequencing events, times and dates. (revisiting from Autumn 1)</li> <li>Children will find out more about the past by using strategies that they have learned e.g. knowledge organisers, books, pictures, artefacts and asking adults questions. (revisiting from Autumn 2)</li> <li>Children will learn to use sources to distil important information and use this to ask and answer questions.</li> </ul>
<b>Vocabulary</b>		
<b>Year 2</b>	<b>Titanic – Significant Event in own locality and events beyond living memory, changes within living memory</b>	
<b>Concept</b>	<b>Investigating and Interpreting Evidence</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <p>Children need to know features of their own locality (their town, their school, their city, country and which continent they live in). (revisiting)</p> <p>Children need to know what significant means and need to understand why an event, person or place is still remembered and relevant today.</p> <p>Children need to understand that a place in their own locality is meaningful because of its connection to a historical event or individual. (revisiting)</p> <p>Children need to know and retain information about significant historical events in their own locality.</p> <p>Children need to know and retain information about significant individuals in their own locality. (revisiting)</p> <p>Children need to know and retain information about significant places in their own locality.</p> <p>Children need to understand the impacts of certain historical events to their own locality.</p> <p>Children need to understand the impacts of certain individuals to their own locality.</p> <p>Children need to experience a wide range of vocabulary of everyday historical terms.</p> <p>Children need to know where or whom to go to for clarification of vocabulary (e.g. expert adults, knowledge organisers).</p> <p>Children need to comprehend stories and text sources they read. (revisiting from Year 1)</p> <p>Children need to comprehend other sources (pictures, artefacts). (revisiting from Year 1)</p> <p>Children need to understand what a key feature is. (revisiting from Year 1)</p> <p>Children need to know how to distil important information. (revisiting from Year 1)</p> <p>Children need to know what a historical source is. (revisiting from Year 1)</p> <p>Children need to identify different sources (primary and secondary sources). (revisiting from Year 1)</p> <p>Children need to know what an eyewitness is. (revisiting from Year 1)</p> <p>Children need to know what 'reliable' means. (revisiting from Year 1)</p>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children need to use newly acquired vocabulary.</li> <li>Children need to be able to ask appropriate and relevant questions. (revisiting from Year R)</li> </ul>
<b>Vocabulary</b>		

<b>Term</b>	<b>Spring 2</b>	
<b>Year R</b>	<b>Cultural Differences</b>	
<b>Concept</b>	<b>Making Connections in World History</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to understand that people’s religious and cultural communities can be different.</li> <li>Children need to understand that people and their lives can be different depending on where they live.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will begin to compare.</li> <li>Children will practise using new vocabulary. (revisiting from Autumn 1)</li> </ul>
<b>Vocabulary</b>		
<b>Year 1</b>	<b>Earth Day – reliability, evidence and historical research</b>	
<b>Concept</b>	<b>Investigating and Interpreting Evidence</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what a historical source is and may begin to understand the difference between primary and secondary sources.</li> <li>Children need to understand the terms ‘eyewitness’, ‘evidence’, ‘research’ and ‘reliable’.</li> <li>Children need to know that there are different levels of reliability between different sources.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will find out more about the past by using strategies that they have learned e.g. knowledge organisers, books, pictures, artefacts and asking adults questions. (revisiting from Autumn 2 and Spring 1)</li> <li>Children will practise using sources to distil important information and use this to ask and answer questions. (revisiting from Spring 1)</li> <li>Children will learn to interpret sources based on their reliability.</li> </ul>
<b>Vocabulary</b>		
<b>Year 2</b>	<b>Great Fire of London – event beyond living memory, reliability and validity of evidence</b>	
<b>Concept</b>	<b>Investigating and Interpreting Evidence</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <p>Children need to know what ‘beyond living memory’ means. (revisiting from Year 1)</p> <p>Children need to know and retain features of significant events. (revisiting from Year 1)</p> <p>Children need to be able to appreciate that experiences are different for different people. (revisiting from Year 1)</p> <p>Children need to be able to appreciate that experiences are different at different times. (revisiting from Year 1)</p> <p>Children need to know what significant means and need to understand why an event is still remembered today. (revisiting from Year 1)</p> <p>Children need to understand how and why events of the past shape the future. (revisiting from Year 1)</p> <p>Children need to know what ‘national’, ‘international’ and ‘global’ means. (revisiting from Year 1)</p> <p>Children need knowledge of what changes have been implemented because of the significant event. (revisiting from Year 1)</p> <p>Children need to experience a wide range of vocabulary of everyday historical terms.</p> <p>Children need to know where or whom to go to for clarification of vocabulary (e.g. expert adults, knowledge organisers).</p> <p>Children need to understand how to use information gained to answer questions. (revisiting from Year 1)</p> <p>Children need to comprehend stories and text sources they read. (revisiting from Year 1)</p> <p>Children need to comprehend other sources (pictures, artefacts). (revisiting from Year 1)</p> <p>Children need to understand what a key feature is. (revisiting from Year 1)</p> <p>Children need to know how to distil important information. (revisiting from Year 1)</p> <p>Children need to know what a historical source is. (revisiting from Year 1)</p> <p>Children need to identify different sources (primary and secondary sources). (revisiting from Year 1)</p> <p>Children need to know what an eyewitness is. (revisiting from Year 1)</p> <p>Children need to know what ‘reliable’ means. (revisiting from Year 1)</p> <p>Children need to know that there are different levels of reliability between different sources. (revisiting from Year 1)</p>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children can construct a chronology of past events and utilise this to draw conclusions and retell events. (revisiting from Year 1)</li> <li>Children need to use newly acquired vocabulary.</li> <li>Children need to be able to ask appropriate and relevant questions. (revisiting from Year R)</li> <li>Children need to use information gained from stories and sources to understand key features of events and explain these verbally as well as in a written context. (revisiting from Year 1)</li> <li>Children need to interpret sources based on their reliability and make judgments regarding their level of reliability. (revisiting from Year 1)</li> </ul>
<b>Vocabulary</b>		

<b>Term</b>	<b>Summer 1</b>	
<b>Year R</b>	<b>Historical Differences</b>	
<b>Concept</b>	<b>Making Connections in World History</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to understand that people and their lives can be different. (revisiting)</li> <li>Children need to know what important means. (revisiting)</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will practise sequencing. (revisiting)</li> <li>Children will practise comparing. (revisiting)</li> <li>Children will practise using new vocabulary. (revisiting)</li> </ul>
<b>Vocabulary</b>		
<b>Year 1</b>	<b>Christopher Columbus – significant individual and event beyond living memory, comparing to Neil Armstrong</b>	
<b>Concept</b>	<b>Making Connections in World History</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what significant means, what makes a person significant and why a person is still remembered today. (revisiting from Spring 1)</li> <li>Children need to know information about the significant individual they are studying, including their significance to national and international society. (revisiting from Spring 1)</li> <li>Children need to know how the contributions of the significant individual have shaped and made changes to subsequent society. (revisiting from Spring 1)</li> <li>Children need to understand chronology and appreciate that life is different in different periods. (revisiting from Spring 1)</li> <li>Children need to appreciate how an individual may have been significant depending on the time period they lived in. (revisiting from Spring 1)</li> <li>Children need to know what 'beyond living memory' means.</li> <li>Children need to know what similarities and differences are and understand that life can be different for individuals, families and communities. (revisiting from Year R)</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will find out more about the past by using strategies that they have learned e.g. knowledge organisers, books, pictures, artefacts and asking adults questions. (revisiting from Autumn 2 and Spring 1)</li> <li>Children will practise using sources to distil important information and use this to ask and answer questions. (revisiting from Spring 1)</li> <li>Children will practise making comparisons. (revisiting from Year R)</li> <li>Children will practise using timelines to explain chronology. (revisiting from Autumn 1 and Spring 1)</li> <li>Children will practise sequencing events, times and dates. (revisiting from Autumn 1 and Spring 1)</li> </ul>
<b>Vocabulary</b>		
<b>Year 2</b>	<b>Royals – Queen Victoria vs. Queen Elizabeth &amp; Commonwealth (strong link to Geography, comparing) &amp; places in own locality (Osborne House)</b>	
<b>Concept</b>	<b>Making Connections in World History</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what similarities are. (revisiting from Year R)</li> <li>Children need to know what differences are. (revisiting from Year R)</li> <li>Children need to know that life can be different for different individuals, families and communities. (revisiting from Year R)</li> <li>Children need to know that different people have different customs, experiences and traditions. (revisiting from Year R)</li> <li>Children need to know and retain features of people's lives in different periods. (revisiting from Year 1)</li> <li>Children need to know what living memory is. (revisiting from Year 1)</li> <li>Children need to know about significant changes (e.g. technology, life, fashion, attitudes, houses, transport etc.) within living memory. (revisiting from Year 1)</li> <li>Children need to be able to appreciate that experiences are different for different people. (revisiting from Year 1)</li> <li>Children need to be able to appreciate that experiences are different at different times. (revisiting from Year 1)</li> <li>Children need to know and retain features of significant events. (revisiting from Year 1)</li> <li>Children need to understand the impacts of certain historical events to their own locality. (revisiting)</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children need to be able to compare using a range of sources and contexts. (revisiting from Year 1 and Summer 1)</li> <li>Children need to use newly acquired vocabulary.</li> </ul>
<b>Vocabulary</b>		

<b>Term</b>	<b>Summer 2</b>	
<b>Year R</b>	<b>Sequencing</b>	
<b>Concept</b>	<b>Chronology</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to understand that people and their lives can be different depending on the time they lived in. (revisiting)</li> <li>Children need to know what important means. (revisiting)</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will practise sequencing. (revisiting)</li> <li>Children will practise comparing. (revisiting)</li> <li>Children will practise using new vocabulary. (revisiting)</li> </ul>
<b>Vocabulary</b>		
<b>Year 1</b>	<b>Pirates – events beyond living memory</b>	
<b>Concept</b>	<b>Making Connections in World History</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what ‘beyond living memory’ means. (revisiting from Summer 1)</li> <li>Children need to understand changes that have happened over time.</li> <li>Children need to appreciate that experiences are different for different people.</li> <li>Children need to appreciate that experiences are different at different times.</li> <li>Children need to know what similarities and differences are and understand that life can be different for individuals, families and communities. (revisiting from Year R and Summer 1)</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will find out more about the past by using strategies that they have learned e.g. knowledge organisers, books, pictures, artefacts and asking adults questions. (revisiting from Autumn 2, Spring 1 and Summer 1)</li> <li>Children will practise using sources to distil important information and use this to ask and answer questions. (revisiting from Spring 1 and Summer 1)</li> </ul>
<b>Vocabulary</b>		
<b>Year 2</b>	<b>Down the Rabbit Hole - Alice in Wonderland, Lewis Carroll, Lyndhurst</b>	
<b>Concept</b>	<b>Making Connections in World History</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what significant means and need to understand why a person is still remembered today. (revisiting from Year 1)</li> <li>Children need to know and retain information about significant individuals, including their significance to national and international society. (revisiting from Year 1)</li> <li>Children need to understand what makes a person/individual significant. (revisiting from Year 1)</li> <li>Children need to understand chronology and appreciate that life is different in different periods. (revisiting from Year 1)</li> <li>Children need to appreciate how an individual may have been significant depending on the time period they lived in. (revisiting from Year 1)</li> <li>Children need to know how significant individuals and their contributions have shaped and made changes to subsequent society. (revisiting from Year 1)</li> <li>Children need to know what ‘beyond living memory’ means. (revisiting from Year 1)</li> <li>Children need to know and retain features of significant events. (revisiting from Year 1)</li> <li>Children need to know what similarities are. (revisiting from Year R)</li> <li>Children need to know what differences are. (revisiting from Year R)</li> <li>Children need to know that life can be different for different individuals, families and communities. (revisiting from Year R)</li> <li>Children need to know that different people have different customs, experiences and traditions. (revisiting from Year R)</li> <li>Children need to know and retain features of people’s lives in different periods. (revisiting from Year 1)</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children need to be able to compare using a range of sources and contexts. (revisiting from Year 1)</li> <li>Children need to use newly acquired vocabulary.</li> </ul>
<b>Vocabulary</b>		