



Killamarsh Infant and Nursery School
'Brighter Beginnings'

History Progression of Knowledge

Knowledge of history covers these elements:

- *Changes within living memory.
- *Events beyond living memory that are significant nationally or globally.
- *The lives of significant individuals in the past.
- * Significant historical events, people and places in their own locality.

History is planned over a 2 year cycle. Year A 2023-2024, Year B 2024-2025

Development Matters

Birth- 3yrs

- *Make connections between the features of their family and other families.

FS1 -Nursery

- *Begin to make sense of their own life-story and family's history.

FS2 – Reception

- *Name and describe people who are familiar to them.
- *Comment on images of familiar situations in the past
- *Compare and contrast characters from stories, including figures from the past.

ELG

- *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.



Key Stage 1

Historical enquiry runs throughout all learning and are the **skills taught and used** to **gather and demonstrate** learning in order to **develop knowledge**.

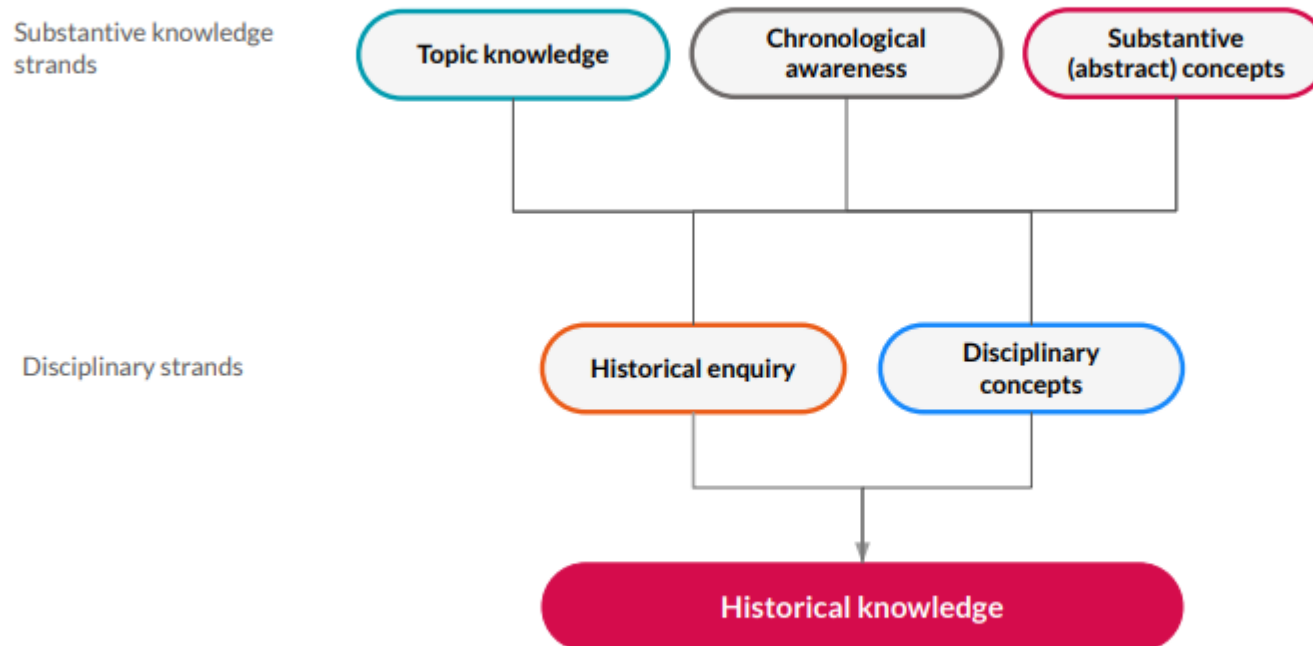
Year 1 Historical Enquiry:

- *Asking how and why questions based on stories, events and people.
- *Asking questions about sources of evidence (e.g. artefacts).
- *Using sources of information, such as artefacts, to answer questions.
- *Drawing out information from sources.
- *Making simple observations about the past from a source.
- *Interpreting evidence by making simple deductions.
- *Making simple inferences and deductions from sources of evidence.
- *Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).
- *Drawing simple conclusions to answer a question.
- *Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago.
- *Discussing and writing about past events or stories in narrative or dramatic forms.
- *Expressing a personal response to a historical story or event. (E.g. saying, writing or drawing what they think it felt like in response to a historical story or event.)

Year 2 Historical Enquiry:

- * Asking a range of questions about stories, events and people.
 - *Understanding the importance of historically-valid questions.
 - discussion, * Understanding how we use books and sources to find out about the past.
 - *Using a source to answer questions about the past.
 - *Evaluating the usefulness of sources to a historical enquiry.
 - *Selecting information from a source to answer a question.
 - *Identifying a primary source.
 - * Making links and connections across a unit of study.
 - *Selecting and using sections of sources to illustrate and support answers.
- * Making simple conclusions about a question using evidence to support.
 - * Communicating answers to questions in a variety of ways, including drama and writing (labelling, simple recount).
 - * Using relevant vocabulary in answers.
 - * Describing past events and people by drawing or writing.
 - * Expressing a personal response to a historical story or event through discussion, drawing our writing.

How is the History scheme of work organised?



The scheme of work is organised to reflect the fact that 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' (Ofsted research review series: History, 2021)

How is the History scheme of work organised?

Substantive knowledge strands

Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of **Substantive (abstract) concepts**.

Chronological awareness

Understanding language related to chronology
Building a mental timeline of the chronological order of periods

Developing awareness of general features of periods

Knowing particular dates and events

Substantive (abstract) concepts

Power (monarchy, government and empire)

Invasion, settlement and migration
Civilisation (social and cultural)

Tax and trade

Beliefs

Achievements and follies of mankind

Disciplinary strands

Disciplinary concepts

Change and continuity
Similarities and differences
Cause and consequence
Historical significance
Sources of evidence
Historical interpretations

Historical enquiry

Posing a historical question
Gathering, organising and evaluating evidence
Interpreting findings, analysing and making connections
Evaluating and drawing conclusions
Communicating findings



Changes within living memory

EYFS

FS1 – Nursery

Cycle/Topic: Cycle A&B, Term 1 (All About Me), Cycle B, Term 4 (On the Farm)

<p><u>What should I already know?</u></p> <ul style="list-style-type: none"> *That we grow up from babies to children, then adults. *My mummy and Daddy were children like me. 	<p><u>Knowledge I will know after this learning:</u></p> <ul style="list-style-type: none"> *I was different as a baby to how I am now. *My mum and dad did the same and different things to me when they were growing up. *My grandparents are my mummy and daddy’s mum and dad. *My grandparents did the same and different things to me when they were children. *The past is what has already happened. 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Family- the people you live with. ✚ Grandmother – the mummy of your daddy or mummy. ✚ Grandfather – the daddy of your mummy or daddy. ✚ Past- things that have already happened.
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FS2 – Reception

Cycle/Topic: Cycle A&B, Term 1 (All About Me), Cycle A, Term 5 (When I grow up...), Cycle B, Term 4 (On the Farm),

<p><u>What should I already know?</u></p> <ul style="list-style-type: none"> *I was different as a baby to how I am now. *My mum and dad did the same and different things to me when they were growing up. *My grandparents are my mummy and daddy’s mum and dad. *My grandparents did the same and different things to me when they were children. *The past is what has already happened. 	<p><u>Knowledge I will know after this learning:</u></p> <ul style="list-style-type: none"> *About the lives of the people I know. *That things change over time. *About past event in my life and the lives of my family members. *That things happened before I was born *Houses and schools have changed over time. *Houses and schools were made of different materials in the past. *I know different modes of transport. 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Yesterday- the day before today ✚ Today- the day that it is now. ✚ Tomorrow- the day after today. ✚ Different – Not the same. ✚ History- events and things from the past.
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KS1

Cycle/Topic: Cycle A, Term 1 (Our School)

<p><u>What should I already know?</u></p> <ul style="list-style-type: none"> *Houses and schools have changed over time. *Houses and schools were made of different materials in the past. 	<p><u>Knowledge I will know after this learning:</u></p> <ul style="list-style-type: none"> *To know a decade is ten years. *To know that beyond living memory is more than 100 years ago. *To know that daily life has changed over time but 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Date - A specific day, month or year on which something happens. ✚ Similar - Something that is like something else.
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	<p>that there are some similarities to life today</p> <ul style="list-style-type: none"> *To know that changes may come about because of improvements in technology *To know that there are explanations for similarities and differences between children's lives now and in the past. *To know that we can find out about how places have changed by looking at maps. *To know that historians use evidence from sources to find out more about the past. 	<ul style="list-style-type: none"> ✚ Different - Something that is not like something else. ✚ Decade - A period of ten years. ✚ Important - Something that is significant. ✚ Modern - Relating to the present time.
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Cycle/Topic: Cycle A, Term 3 (Explorers)

<p><u>What should I already know?</u></p> <ul style="list-style-type: none"> *How to talk about what happened in the past. *Words like yesterday, today, tomorrow. *That things change over time. *About past event in my life and the lives of my family members. *That things happened before I was born. 	<p><u>Knowledge I will know after this learning:</u></p> <ul style="list-style-type: none"> *To know that a timeline shows the order events in the past happened. *To know that we start by looking at 'now' on a timeline then look back. *To know that 'the past' is events that have already happened. *To know that 'the present' is time happening now. *To know that within living memory is 100 years. *To know that there are similarities and differences between their lives today and their lives in the past. *To know some similarities and differences between the past and their own lives. *To know that photographs can tell us about the past. *To know that the past can be represented in photographs. 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Beyond living memory - More than 100 years ago. ✚ Present - Events that are happening now. ✚ Past - Events that have already happened. ✚ Living memory - A time remembered by people who are alive (roughly the past 100 years). ✚ Timeline - A representation of a period of time with important events marked. ✚ Remember - Think about the past. ✚ Event - An important thing that happens.
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Cycle/Topic: Cycle A, Term 5 (Toys Through Time)



<p>What should I already know?</p> <ul style="list-style-type: none"> * How to talk about what happened in the past. *Words like yesterday, today, tomorrow. *That things change over time. *About past event in my life and the lives of my family members. *That things happened before I was born 	<p>Knowledge I will know after this learning:</p> <ul style="list-style-type: none"> *To know that throughout someone's lifetime, some things will change and some things will stay the same. *To know that everyday objects have changed over time. *To know that everyday objects have changed as new materials have been invented. *To know some similarities and differences between the past and their own lives. *To know that everyday objects have similarities and differences with those used for the same purpose in the past. *To know that we can find out about the past by asking people who were there. *To know that artefacts can tell us about the past. *To know that we remember some (but not all) of the events that we have lived through. *To know that the past can be represented in photographs. *To know some inventions that still influence their own lives today. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ✚ Special - Something of value or meaning. ✚ Toy - An object for a child to play with. ✚ Memory - Something remembered from the past. ✚ Now - At the present moment. ✚ Play - To take part in an activity for enjoyment. ✚ Parent - A person's father or mother. ✚ Children - Young people. ✚ Grandparent - The parent of a father or mother. ✚ Artefacts - Objects used by people in the past. ✚ Evidence - The information that historians take from sources. ✚ Century - A period of 100 years. ✚ Source - An item that provides information about an historical topic. ✚ Wooden - Made of wood. ✚ Plastic - A man-made material that is easily shaped or moulded. ✚ Metal - A solid material which is usually hard and shiny. ✚ Spinning top – a child toy that spins by pushing and pulling a handle up and down. ✚ Rocking horse - toy horse that rocks back and forth. ✚ Jack-in-a-box – a pop up toy, usually a clown which appears from a box. ✚ Mohair - A smooth fabric made from goat's hair. ✚ Change - How something becomes different. ✚ Old - Belonging to the past.
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Cycle/Topic: Cycle B, Term 1 (Family Album)



<p><u>What should I already know?</u></p> <ul style="list-style-type: none"> *I was different as a baby to how I am now. *My mum and dad did the same and different things to me when they were growing up. *My grandparents are my mummy and daddy's mum and dad. *My grandparents did the same and different things to me when they were children. *The past is what has already happened. 	<p><u>Knowledge I will know after this learning:</u></p> <ul style="list-style-type: none"> *To know some similarities and differences between the past and their own lives. *To know that a timeline shows the order events in the past happened. *To know that we start by looking at 'now' on a timeline then look back. * To know that 'the past' is events that have already happened. * To know that 'the present' is time happening now. * To know that within living memory is 100 years. * To know that people change as they grow older. * To know that throughout someone's lifetime, some things will change and some things will stay the same. * To know that there are similarities and differences between their lives today and their lives in the past. * To know that people celebrate special events in different ways. * To know that some people and events are considered more 'special' or significant than others. * To know that photographs can tell us about the past. * To know that we can find out about the past by asking people who were there. * To know that we remember some (but not all) of the events that we have lived through. * To know that the past can be represented in photographs. 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Significant - Something important. ✚ Celebration - The action of celebrating an important event. ✚ Memory - Something remembered from the past. ✚ Celebrate - Doing something enjoyable to remember a happy day. ✚ Remember - Think about the past. ✚ Family - A unit of people joined together by blood, marriage, or other means including adoption or a close special bond. ✚ Lifetime - The duration of a person's life. ✚ Time Capsule - A container storing objects from the present. ✚ Future - Time still to come.
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Cycle/Topic: Cycle B, Term 4 (Mighty Monarchs)

<p><u>What should I already know?</u></p> <ul style="list-style-type: none"> *I know special objects associated with kings and queens. *I know the difference between past and present. 	<p><u>Knowledge I will know after this learning:</u></p> <ul style="list-style-type: none"> *To know that beyond living memory is more than 100 years ago. * To know that events in history may last different amounts of time. * To know that some events are more significant than others. 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Armed forces - A country's army, navy and air force. ✚ Government - A group of people who control a country. ✚ Monarch - A king or queen. ✚ Rule - To be in charge.
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	<ul style="list-style-type: none"> * To know the impact of a historical event on society. * To know that 'historically significant' people are those who changed many people's lives. * To know that historians use evidence from sources to find out more about the past. * To know that the past is represented in different ways. * To know that a monarch is a king or queen. * To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. * To know that in the past monarchs had absolute power. * To be aware of the achievements of significant individuals. 	<ul style="list-style-type: none"> ✚ Constitutional Monarchy - A monarchy in which parliament make the important decisions. ✚ Head of State - The official leader of a country. ✚ Parliament - A group of people who make decisions in the House of Commons and the House of Lords. ✚ Anointing - Oil put on the forehead, hands and heart in the sign of a cross, to show that the person has been blessed by God. ✚ Ceremony - An important event. ✚ Crowning - A crown is placed on a new king or queen's head. ✚ Oath - A special promise. ✚ Procession - A number of people or vehicles moving forward as part of a ceremony. ✚ Archbishop of Canterbury - A spiritual leader of the Church of England. ✚ Coronation - A special religious ceremony where a new king or queen is crowned. ✚ Investing - Holding special objects to provide visible symbols of a role. ✚ Orb - A special object, part of the crown jewels. ✚ Sceptre - A special object, part of the crown jewels. ✚ Absolute Monarchy - A king or queen who has all the power to make decisions. ✚ Battle - A fight between two armies. ✚ Conquer - To take control of a country. ✚ Edward the Confessor - An Anglo-Saxon English King. ✚ Harold Godwinson, Earl of Wessex - The last Anglo-Saxon King. ✚ Nobility - The highest social group under royalty, who were rich and had a title.
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		<ul style="list-style-type: none"> ✚ Normans - Vikings or Norsemen who settled in Northern France. ✚ William of Normandy - The first Norman King. He became known as William the Conqueror when he won the Battle of Hastings. ✚ Anglo-Saxon - A group of people who lived in Britain in the early medieval period, originating from Scandinavia and Germany. ✚ Bayeux Tapestry - A long piece of decorated fabric that tells the story of the Norman Conquest of England in 1066. ✚ Earl - A powerful nobleman. ✚ Harald Hardrada - The King of Norway and claimant to the English throne. ✚ Invade - To take over a country. ✚ Normandy - A region in the northwest of France. ✚ Power - The ability to make important decisions. ✚ Witan - The King's advisers who were a group of powerful nobles. ✚ Bailey - The area at the bottom of the motte where the army and workers lived. ✚ Defend - Resist an attack. ✚ Motte-and-Bailey - A castle built on a motte (mound) surrounded by a bailey. ✚ Motte - A hill that the castle sits on. ✚ Stone Keep - A tower built with stone. ✚ Attack - To take over. ✚ Conquer - To take control of a country. ✚ Battlements - Stone walls with gaps to shoot arrows through. ✚ Fortified manor house - A house built with defences, such as a tower.
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		<ul style="list-style-type: none"> ✚ Keep - A stone tower on a hill with a lookout, which was the safest place to be during an attack. ✚ Portcullis - A strong iron gate. ✚ Tower - A tall section of the castle used to give people a better view of attackers. ✚ Concentric Castle - A castle with two or more walls. ✚ Gatehouse - The entrance to the castle, usually with a drawbridge. ✚ Moat - A steep ditch around the castle filled with water to make it hard for attackers to cross. ✚ Walls - Most castles had inner and outer walls to make it difficult for attackers to reach the castle.
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Cycle/Topic: Cycle B, Term 6 (Taking a Fabulous Flight),

<p><u>What should I already know?</u></p> <ul style="list-style-type: none"> *Neil Armstrong said ‘one small step for man, one giant leap for mankind’. *To know that beyond living memory is more than 100 years ago. * To know that the past is represented in different ways. 	<p><u>Knowledge I will know after this learning:</u></p> <ul style="list-style-type: none"> * To know that changes may come about because of improvements in technology. * To know that some events are more significant than others. * To know the impact of a historical event on society. *To know that ‘historically significant’ people are those who changed many people’s lives. * To know that historians use evidence from sources to find out more about the past. * To begin to identify achievements and inventions that still influence their own lives today. * To know the legacy and contribution of the inventions. * To be aware of the achievements of significant individuals such as The Wright Brothers, Bessie 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Beyond living memory - More than 100 years ago. ✚ Evidence - The information that historians take from sources. ✚ Inventor - Someone who makes something that has never been made before. ✚ Present - Events that are happening now. ✚ Decade - A period of ten years. ✚ Flight - The action of flying through the air. ✚ Past - Events that have already happened. ✚ Source - An item that provides information about a historical topic. ✚ Historically significant - A person or event that deserves attention. ✚ Historic - Something important in history.
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	<p>Coleman, Amelia Earhart, Neil Armstrong & Buzz Aldrin. *Details about Neil Armstrong's Moon Landing.</p>	<ul style="list-style-type: none"> ✚ Achievement - Something done successfully through hard work or courage. ✚ Primary source - An original item or document from the period being studied that has not been changed in any way. ✚ Eyewitness account - A written record or recording of someone who was at an event. ✚ Eyewitness - Someone who was at an event.
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Events beyond living memory that are significant nationally or globally

EYFS

FS1 – Nursery

Cycle/Topic: Cycle A&B, Term 2 (Let's Celebrate),

<p><u>What should I already know?</u> *Fireworks are bright and colourful bangs in the sky. *A bonfire is a big fire people have on bonfire night.</p>	<p><u>Knowledge I will know after this learning:</u> *Bonfire night is a celebration where bonfires and fireworks are lit. *That you can learn about the past through stories and events.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Bonfire night- a celebration where bonfires and fireworks are lit.
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Cycle/Topic: Cycle B, Term 6 (Magic Carpet Adventure),

<p><u>What should I already know?</u> *Dinosaurs used to live on the planet. *There are different types of dinosaurs.</p>	<p><u>Knowledge I will know after this learning:</u> *Name of three dinosaurs. *That you can learn about the past through stories and events.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Habitat- where something lives. ✚ Dinosaur- an animal that lived on earth a long time ago. ✚ Names of dinosaurs: Stegosaurus, Triceratops, Tyrannosaurus rex and Velociraptor.
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FS2 – Reception

Cycle/Topic: Cycle A&B, Term 2 (Let's Celebrate),

<p><u>What should I already know?</u> *That you can learn about the past through stories and events.</p>	<p><u>Knowledge I will know after this learning:</u> *Who Guy Fawkes was. *How people celebrate Bonfire night.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Gun powder- a powder used to blow things up.
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<p>*Bonfire night is a celebration where bonfires and fireworks are lit.</p>	<p>*Some similarities and differences between things in the past and now. *That people find out about the past from books and stories.</p>	<p>✚ Guy Fawkes- a man who lived a long time ago and tried to kill the king.</p>
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Cycle/Topic: Cycle B, Term 6 (Magic Carpet Adventure),

<p><u>What should I already know?</u> *Name of three dinosaurs. *Talk about what dinosaurs eat. *The difference between how two dinosaurs look. *That you can learn about the past through stories and events.</p>	<p><u>Knowledge I will know after this learning:</u> *Dinosaurs used to walk the earth. *Dinosaurs lives millions of years ago. *What extinct means. *Some similarities and differences between things in the past and now. *That people find out about dinosaurs from their bones and fossils. *That a palaeontologist studies fossil. *I know special objects associated with kings and queens. *I know the difference between past and present.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Million- a thousand, thousand. (1 000 000) ✚ Prehistoric- a very long time ago. ✚ Fossil – the remains of an animal or plant that has been pressed and turn to stone. ✚ Palaeontologist- someone who studies fossils. ✚ King – a male ruler of the country. ✚ Queen – a woman who rules the country.
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KS1

Cycle/Topic: Cycle A, Term 3 (Explorers)

<p><u>What should I already know?</u> *Some similarities and differences between things in the past and now. *That people find out about the past from books and stories.</p>	<p><u>Knowledge I will know after this learning:</u> *To know that within living memory is 100 years. *To know that there are similarities and differences between their lives today and their lives in the past. *To know some similarities and differences between the past and their own lives. *To know that some people and events are considered more 'special' or significant than others. *To know that photographs can tell us about the past. *To know that the past can be represented in photographs.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Beyond living memory - More than 100 years ago. ✚ Present - Events that are happening now. ✚ Past - Events that have already happened. ✚ Living memory - A time remembered by people who are alive (roughly the past 100 years). ✚ Timeline - A representation of a period of time with important events marked. ✚ Remember - Think about the past. ✚ Event - An important thing that happens.
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	*To know some inventions that still influence their own lives today.	
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Cycle/Topic: Cycle B, Term 4 (Mighty Monarchs)

<p>What should I already know?</p> <ul style="list-style-type: none"> *I know special objects associated with kings and queens. *I know the difference between past and present. 	<p>Knowledge I will know after this learning:</p> <ul style="list-style-type: none"> *To know that beyond living memory is more than 100 years ago. * To know that events in history may last different amounts of time. * To know that some events are more significant than others. * To know the impact of a historical event on society. * To know that 'historically significant' people are those who changed many people's lives. * To know that historians use evidence from sources to find out more about the past. * To know that the past is represented in different ways. * To know that a monarch is a king or queen. * To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. * To know that in the past monarchs had absolute power. * To be aware of the achievements of significant individuals. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ✚ Armed forces - A country's army, navy and air force. ✚ Government - A group of people who control a country. ✚ Monarch - A king or queen. ✚ Rule - To be in charge. ✚ Constitutional Monarchy - A monarchy in which parliament make the important decisions. ✚ Head of State - The official leader of a country. ✚ Parliament - A group of people who make decisions in the House of Commons and the House of Lords. ✚ Anointing - Oil put on the forehead, hands and heart in the sign of a cross, to show that the person has been blessed by God. ✚ Ceremony - An important event. ✚ Crowning - A crown is placed on a new king or queen's head. ✚ Oath - A special promise. ✚ Procession - A number of people or vehicles moving forward as part of a ceremony. ✚ Archbishop of Canterbury - A spiritual leader of the Church of England. ✚ Coronation - A special religious ceremony where a new king or queen is crowned. ✚ Investing - Holding special objects to provide visible symbols of a role. ✚ Orb - A special object, part of the crown jewels.
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		<ul style="list-style-type: none">✚ Sceptre - A special object, part of the crown jewels.✚ Absolute Monarchy - A king or queen who has all the power to make decisions.✚ Battle - A fight between two armies.✚ Conquer - To take control of a country.✚ Edward the Confessor - An Anglo-Saxon English King.✚ Harold Godwinson, Earl of Wessex - The last Anglo-Saxon King.✚ Nobility - The highest social group under royalty, who were rich and had a title.✚ Normans - Vikings or Norsemen who settled in Northern France.✚ William of Normandy - The first Norman King. He became known as William the Conqueror when he won the Battle of Hastings.✚ Anglo-Saxon - A group of people who lived in Britain in the early medieval period, originating from Scandinavia and Germany.✚ Bayeux Tapestry - A long piece of decorated fabric that tells the story of the Norman Conquest of England in 1066.✚ Earl - A powerful nobleman.✚ Harald Hardrada - The King of Norway and claimant to the English throne.✚ Invade - To take over a country.✚ Normandy - A region in the northwest of France.✚ Power - The ability to make important decisions.✚ Witan - The King's advisers who were a group of powerful nobles.✚ Bailey - The area at the bottom of the motte where the army and workers lived.✚ Defend - Resist an attack.
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		<ul style="list-style-type: none"> ✚ Motte-and-Bailey - A castle built on a motte (mound) surrounded by a bailey. ✚ Motte - A hill that the castle sits on. ✚ Stone Keep - A tower built with stone. ✚ Attack - To take over. ✚ Conquer - To take control of a country. ✚ Battlements - Stone walls with gaps to shoot arrows through. ✚ Fortified manor house - A house built with defences, such as a tower. ✚ Keep - A stone tower on a hill with a lookout, which was the safest place to be during an attack. ✚ Portcullis - A strong iron gate. ✚ Tower - A tall section of the castle used to give people a better view of attackers. ✚ Concentric Castle - A castle with two or more walls. ✚ Gatehouse - The entrance to the castle, usually with a drawbridge. ✚ Moat - A steep ditch around the castle filled with water to make it hard for attackers to cross. ✚ Walls - Most castles had inner and outer walls to make it difficult for attackers to reach the castle.
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Cycle/Topic: Cycle B, Term 6 (Taking a Fabulous Flight),

<p><u>What should I already know?</u></p> <ul style="list-style-type: none"> *Neil Armstrong said ‘one small step for man, one giant leap for mankind’. *To know that beyond living memory is more than 100 years ago. * To know that the past is represented in different ways. 	<p><u>Knowledge I will know after this learning:</u></p> <ul style="list-style-type: none"> * To know that changes may come about because of improvements in technology. * To know that some events are more significant than others. * To know the impact of a historical event on society. 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Beyond living memory - More than 100 years ago. ✚ Evidence - The information that historians take from sources. ✚ Inventor - Someone who makes something that has never been made before.
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	<p>*To know that 'historically significant' people are those who changed many people's lives.</p> <p>* To know that historians use evidence from sources to find out more about the past.</p> <p>* To begin to identify achievements and inventions that still influence their own lives today.</p> <p>* To know the legacy and contribution of the inventions.</p> <p>* To be aware of the achievements of significant individuals such as The Wright Brothers, Bessie Coleman, Amelia Earhart, Neil Armstrong & Buzz Aldrin.</p> <p>*Details about Neil Armstrong's Moon Landing.</p>	<ul style="list-style-type: none"> ✚ Present - Events that are happening now. ✚ Decade - A period of ten years. ✚ Flight - The action of flying through the air. ✚ Past - Events that have already happened. ✚ Source - An item that provides information about a historical topic. ✚ Historically significant - A person or event that deserves attention. ✚ Historic - Something important in history. ✚ Achievement - Something done successfully through hard work or courage. ✚ Primary source - An original item or document from the period being studied that has not been changed in any way. ✚ Eyewitness account - A written record or recording of someone who was at an event. ✚ Eyewitness - Someone who was at an event.
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The lives of significant individuals in the past.

EYFS

FS1 – Nursery

Cycle/Topic: Cycle A&B, Term 1 (All About Me), Cycle B, Term 3 (Space).

<p><u>What should I already know?</u></p> <p>*That we grow up from babies to children, then adults.</p> <p>*My mummy and Daddy were children like me.</p>	<p><u>Knowledge I will know after this learning:</u></p> <p>*Events that happened when mummy and daddy were children.</p> <p>*How life was the same and different when my grandparents were children.</p> <p>*How astronauts travel into space.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Event - something important or special that happened. ✚ Grandmother – the mummy of your daddy or mummy. ✚ Grandfather – the daddy of your mummy or daddy. ✚ Past- things that have already happened. ✚ Space – where the planets, moon and stars are.
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FS2 – Reception

Cycle/Topic: Cycle A&B, Term 1 (All About Me), Cycle A, Term 5 (When I grow up...), Cycle B, Term 3 (Space).



<p><u>What should I already know?</u> *Events that happened when mummy and daddy were children. *How life was the same and different when my grandparents were children. *How astronauts travel into space.</p>	<p><u>Knowledge I will know after this learning:</u> *Neil Armstrong was an astronaut and the first person to walk on the moon *Neil Armstrong said 'one small step for man, one giant leap for mankind'. *That astronauts wear specialist clothing. *I know different modes of transport.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Astronaut- someone who goes into space. ✚ Specialist clothing- clothes that do a special job.
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KS1

Cycle/Topic: Cycle A, Term 3 (Explorers)

<p><u>What should I already know?</u> *Events that happened when mummy and daddy were children. *How life was the same and different when my grandparents were children.</p>	<p><u>Knowledge I will know after this learning:</u> *To know that some people and events are considered more 'special' or significant than others. *To know some inventions that still influence their own lives today. *To know some achievements and discoveries of significant individuals.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Equipment - Objects needed for something. ✚ Explorer - A person who explores a new or unfamiliar place or goes on a challenging journey. ✚ Transport - Take people from one place to another. ✚ Discovery - Finding something not known before. ✚ Exploration - Visiting an unfamiliar area. ✚ Achievement - Something done successfully with effort. ✚ Voyage - A long journey travelling by sea or space. ✚ Solo - Done by one person, alone. ✚ Yacht - A sailing boat. ✚ North Pole - The northernmost point on Earth. ✚ Determination - Wanting to achieve a difficult goal. ✚ Resilience - Keep trying, even when something is difficult. ✚ Qualities - Features that make a person who they are
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		<ul style="list-style-type: none"> ✚ Coat of Arms - A symbol that represents a person or family. ✚ Historical significance - A person or event that deserves attention.
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Cycle/Topic: Cycle B, Term 6 (Taking a Fabulous Flight),

<p><u>What should I already know?</u></p> <ul style="list-style-type: none"> *Neil Armstrong said ‘one small step for man, one giant leap for mankind’. *To know that beyond living memory is more than 100 years ago. * To know that the past is represented in different ways. 	<p><u>Knowledge I will know after this learning:</u></p> <ul style="list-style-type: none"> * To know that changes may come about because of improvements in technology. * To know that some events are more significant than others. * To know the impact of a historical event on society. *To know that ‘historically significant’ people are those who changed many people’s lives. * To know that historians use evidence from sources to find out more about the past. * To begin to identify achievements and inventions that still influence their own lives today. * To know the legacy and contribution of the inventions. * To be aware of the achievements of significant individuals such as The Wright Brothers, Bessie Coleman, Amelia Earhart, Neil Armstrong & Buzz Aldrin. 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Beyond living memory - More than 100 years ago. ✚ Evidence - The information that historians take from sources. ✚ Inventor - Someone who makes something that has never been made before. ✚ Present - Events that are happening now. ✚ Decade - A period of ten years. ✚ Flight - The action of flying through the air. ✚ Past - Events that have already happened. ✚ Source - An item that provides information about a historical topic. ✚ Historically significant - A person or event that deserves attention. ✚ Historic - Something important in history. ✚ Achievement - Something done successfully through hard work or courage. ✚ Primary source - An original item or document from the period being studied that has not been changed in any way. ✚ Eyewitness account - A written record or recording of someone who was at an event. ✚ Eyewitness - Someone who was at an event.
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Significant historical events, people and places in their own locality.



EYFS

FS1 – Nursery

Cycle/Topic: Cycle A&B, Term 1 (All About Me)

<p><u>What should I already know?</u> *That we grow up from babies to children, then adults. *My mummy and Daddy were children like me.</p>	<p><u>Knowledge I will know after this learning:</u> *I was different as a baby to how I am now. *My mum and dad did the same and different things to me when they were growing up. *My grandparents are my mummy and daddy's mum and dad. *My grandparents did the same and different things to me when they were children. *The past is what has already happened.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> + Family- the people you live with. + Grandmother – the mummy of your daddy or mummy. + Grandfather – the daddy of your mummy or daddy. + Past- things that have already happened.
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FS2 – Reception

Cycle/Topic: Cycle A&B, Term 1 (All About Me)

<p><u>What should I already know?</u> *I was different as a baby to how I am now. *My mum and dad did the same and different things to me when they were growing up. *My grandparents are my mummy and daddy's mum and dad. *My grandparents did the same and different things to me when they were children. *The past is what has already happened.</p>	<p><u>Knowledge I will know after this learning:</u> *About the lives of the people I know. *That things change over time. *About past event in my life and the lives of my family members. *That things happened before I was born.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> + Yesterday- the day before today + Today- the day that it is now. + Tomorrow- the day after today. + Different – Not the same. + History- events and things from the past.
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KS1

Cycle/Topic: Cycle A, Term 1 (Our School),

<p><u>What should I already know?</u> *About the lives of the people I know. *That things change over time. *About past event in my life and the lives of my family members. *That things happened before I was born. *Schools in Britain have changed over time. *Schools were different in the past.</p>	<p><u>Knowledge I will know after this learning:</u> *That my school in Killamarsh is an old building but a modern school. *Which school objects are from the past and present. *Some differences between schools in the past and present.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> + Killamarsh – a village of North East Derbyshire. + Coal Mining - process of taking things from the ground. + Britain - a large island on which most of England, Scotland, and Wales are located.
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<p>*Put objects and events on a timeline. *Use historical language.</p>	<p>*How schools were different in the past. *Similarities and differences between old and modern schools in Killamarsh /UK. *Facts about schools/schooling. *How life in schools has changed.</p>	<ul style="list-style-type: none"> ✚ War memorial – a large structure, usually made of stone that is built in honour of those people who died in a particular war. ✚ Evidence – something that is used to support a point. ✚ Source - the place something comes from or starts at, or the cause of something.
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Cycle/Topic: Cycle B, Term 1 (Family Album)

<p><u>What should I already know?</u> *I was different as a baby to how I am now. *My mum and dad did the same and different things to me when they were growing up. *My grandparents are my mummy and daddy’s mum and dad. *My grandparents did the same and different things to me when they were children. *The past is what has already happened.</p>	<p><u>Knowledge I will know after this learning:</u> *To know some similarities and differences between the past and their own lives. *To know that a timeline shows the order events in the past happened. *To know that we start by looking at ‘now’ on a timeline then look back. * To know that ‘the past’ is events that have already happened. * To know that ‘the present’ is time happening now. * To know that within living memory is 100 years. * To know that people change as they grow older. * To know that throughout someone’s lifetime, some things will change and some things will stay the same. * To know that there are similarities and differences between their lives today and their lives in the past. * To know that people celebrate special events in different ways. * To know that some people and events are considered more ‘special’ or significant than others. * To know that photographs can tell us about the past. * To know that we can find out about the past by asking people who were there. * To know that we remember some (but not all) of the events that we have lived through.</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ✚ Significant - Something important. ✚ Celebration - The action of celebrating an important event. ✚ Memory - Something remembered from the past. ✚ Celebrate - Doing something enjoyable to remember a happy day. ✚ Remember - Think about the past. ✚ Family - A unit of people joined together by blood, marriage, or other means including adoption or a close special bond. ✚ Lifetime - The duration of a person’s life. ✚ Time Capsule - A container storing objects from the present. ✚ Future - Time still to come.
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	* To know that the past can be represented in photographs.	
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Cycle/Topic: Cycle B, Term 4 (Mighty Monarchs)

<p>What should I already know?</p> <ul style="list-style-type: none"> *I know special objects associated with kings and queens. *I know the difference between past and present. 	<p>Knowledge I will know after this learning:</p> <ul style="list-style-type: none"> *To know that beyond living memory is more than 100 years ago. * To know that events in history may last different amounts of time. * To know that some events are more significant than others. * To know the impact of a historical event on society. * To know that 'historically significant' people are those who changed many people's lives. * To know that historians use evidence from sources to find out more about the past. * To know that the past is represented in different ways. * To know that a monarch is a king or queen. * To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. * To know that in the past monarchs had absolute power. * To be aware of the achievements of significant individuals. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ✚ Armed forces - A country's army, navy and air force. ✚ Government - A group of people who control a country. ✚ Monarch - A king or queen. ✚ Rule - To be in charge. ✚ Constitutional Monarchy - A monarchy in which parliament make the important decisions. ✚ Head of State - The official leader of a country. ✚ Parliament - A group of people who make decisions in the House of Commons and the House of Lords. ✚ Anointing - Oil put on the forehead, hands and heart in the sign of a cross, to show that the person has been blessed by God. ✚ Ceremony - An important event. ✚ Crowning - A crown is placed on a new king or queen's head. ✚ Oath - A special promise. ✚ Procession - A number of people or vehicles moving forward as part of a ceremony. ✚ Archbishop of Canterbury - A spiritual leader of the Church of England. ✚ Coronation - A special religious ceremony where a new king or queen is crowned. ✚ Investing - Holding special objects to provide visible symbols of a role.
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		<ul style="list-style-type: none"> ✚ Orb - A special object, part of the crown jewels. ✚ Sceptre - A special object, part of the crown jewels. ✚ Absolute Monarchy - A king or queen who has all the power to make decisions. ✚ Battle - A fight between two armies. ✚ Conquer - To take control of a country. ✚ Edward the Confessor - An Anglo-Saxon English King. ✚ Harold Godwinson, Earl of Wessex - The last Anglo-Saxon King. ✚ Nobility - The highest social group under royalty, who were rich and had a title. ✚ Normans - Vikings or Norsemen who settled in Northern France. ✚ William of Normandy - The first Norman King. He became known as William the Conqueror when he won the Battle of Hastings. ✚ Anglo-Saxon - A group of people who lived in Britain in the early medieval period, originating from Scandinavia and Germany. ✚ Bayeux Tapestry - A long piece of decorated fabric that tells the story of the Norman Conquest of England in 1066. ✚ Earl - A powerful nobleman. ✚ Harald Hardrada - The King of Norway and claimant to the English throne. ✚ Invade - To take over a country. ✚ Normandy - A region in the northwest of France. ✚ Power - The ability to make important decisions. ✚ Witan - The King's advisers who were a group of powerful nobles.
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		<ul style="list-style-type: none">✚ Bailey - The area at the bottom of the motte where the army and workers lived.✚ Defend - Resist an attack.✚ Motte-and-Bailey - A castle built on a motte (mound) surrounded by a bailey.✚ Motte - A hill that the castle sits on.✚ Stone Keep - A tower built with stone.✚ Attack - To take over.✚ Conquer - To take control of a country.✚ Battlements - Stone walls with gaps to shoot arrows through.✚ Fortified manor house - A house built with defences, such as a tower.✚ Keep - A stone tower on a hill with a lookout, which was the safest place to be during an attack.✚ Portcullis - A strong iron gate.✚ Tower - A tall section of the castle used to give people a better view of attackers.✚ Concentric Castle - A castle with two or more walls.✚ Gatehouse - The entrance to the castle, usually with a drawbridge.✚ Moat - A steep ditch around the castle filled with water to make it hard for attackers to cross.✚ Walls - Most castles had inner and outer walls to make it difficult for attackers to reach the castle.
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