



EYFS Pre School	Autumn	Spring	Summer
We are learning about:	<u>Me and my family</u>	<u>My home and garden</u>	<u>Where we live</u>
Development Matters Pre-school:	<ul style="list-style-type: none"> - Begin to make sense of their own life story and family history - Talk about members of their immediate family and community 	- Comment on images of familiar situations in the past	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
Sticky Knowledge 'I will know that...'	<ul style="list-style-type: none"> - Know and name the members of their family - know and name an event from the past in their family 	<ul style="list-style-type: none"> -know and name the different features in the home - know that my home is different to that of my grandparents. 	Know one difference from where we live to where someone in a different country lives.
Key Vocabulary:	Birthday, Christmas, Easter, family, grandparents, parents, friends	House, Kitchen, bedroom, living room, bathroom, stairs, patio, pond, lawn, path, gate	Home, away, country, different, same.



EYFS: Reception	Autumn	Spring	Summer
We are learning about:	<p><u>Me and my town</u></p> <ul style="list-style-type: none"> • Cirencester • Celebrations and Traditions (Harvest, Bonfire Night, Remembrance Day, Diwali and Christmas) 	<p><u>Me and My World</u></p> <ul style="list-style-type: none"> • Celebrations and Traditions • Mary Anning (Dinosaurs/Fossils) • 	<p><u>Me and My Travels</u></p> <ul style="list-style-type: none"> • Transport • Seaside
Development Matters Reception:	<p>Talk about members of their immediate family and community. 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</p>		
Sticky Knowledge 'I will know that...'	<p>The name of the town I live in.</p> <p>Explain the different features that make up the town I live in.</p> <p>How special times are celebrated around the world.</p>	<ul style="list-style-type: none"> • How special times are celebrated around the world. • I will know some similarities between life in this country and life in other countries. • I will some differences between life in this country and life in other countries. • Know that dinosaurs are extinct • Know that dinosaurs were either carnivores, herbivores or omnivores • Know that Mary Anning was a palaeontologist 	<p>I will know how special times are celebrated around the world.</p> <p>I will know the name of a famous person and why they are famous.</p> <p>I will know what transport was like in the past</p>
Key Vocabulary:	<p>Past, present, Cirencester, town, market town, England, school, church, post office, map, road, street,</p> <p>Revisit: home, house</p>	fossil, palaeontologist, museum, world	Space, moon, transport, world, earth, airport, plane, train, bus
<p>Early Learning Goal/s:</p> <ul style="list-style-type: none"> - Talk about the lives of 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. 			



KS1: Y1	Autumn Term	Spring Term	Summer Term
What are we learning about?	Monarchs – Queens Elizabeth I Queen Victoria and the Victorian Era	Toys Through Time – post WW2 → Now	Edward Wilson (Cheltenham)
National Curriculum Statements	The lives of significant individuals - in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Local history - significant historical events, people and places in their own locality
Sticky Knowledge 'I will know that...'	-Name a famous person from the past and explain why they are famous	- Know that the toys their grandparents played with were different to their own - Organise a number of artefacts by age - Know what a number of older objects were used for -Know the main differences between their bedroom/playroom/sitting room (school days) and that of their grandparents - homes	Know the name of a famous person, or a famous place, close to where they live
Key Vocabulary:	King, Queen, Monarchy, Prince, rule, Victorian, reign, artefact, timeline, era Revisit: past, present	memory, time (chronological) order, timeline, old, new, modern. Revisit: timeline, past, present, parents, grandparents	Explorer, polar, doctor, painter, Antarctica, expedition, Terra Nova, discovery. Revisit: timeline, Victorian



KS1: Y2	Autumn Term	Spring Term	Summer Term
What are we learning about?	Great Fire of London	Neil Armstrong	Watermoor School – Then and Now
National Curriculum Statements	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	significant historical events, people and places in their own locality
Sticky Knowledge 'I will know that...'	<ul style="list-style-type: none"> - Know about an event or events that happened long ago, even before their grandparents were born - Know what we use today instead of a number of older given artefacts (fire service) - Know that children's lives today are different to those of children a long time ago – homes in 1666/homes today including how they are built 	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous Neil Armstrong was the first man on the moon. He was launched into space in 1969. The mission was called Apollo 11. Buzz Aldrin and Michael Collins were also part of the Apollo 11 mission. 15th December 2015 - Tim Peake became the first British astronaut to visit the International Space Station, travelling on Soyuz TMA-19M. He spent 6 months on the international space station. 	<ul style="list-style-type: none"> - Know how the local area is different to the way it used to be a long time ago - Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.
Key Vocabulary:	Beyond living memory, chronological order, primary source, secondary source, bakery, St Pauls, River Thames, Samuel Pepys, King Charles II, materials Revisit: Past, present, King, fire, home, timeline	Mission, launch, pioneer, orbit, explorer, recently, space, astronaut Specific terminology: NASA, Tim Peake, Neil Armstrong, ESA, Apollo 11, international space station Revisit : moon, rocket, timeline	headmaster/mistress, Building, Watermoor Road, Church Revisit: Victorian, church, Cirencester, timeline



KS2: Y3	Autumn Term	Spring Term	Summer Term
What are we learning about?	Romans	Anglo Saxons	Mayans
National Curriculum Statements	- the Roman Empire and its impact on Britain	- Britain's settlement by Anglo-Saxons and Scots	non-European society that provides contrasts with British history – one study chosen from: AD 900; Mayan civilization c. AD 900;
Sticky Knowledge 'I will know that...'	<ul style="list-style-type: none"> - Know how Britain changed from the iron age to the end of the Roman occupation – Know how the Roman occupation of Britain helped to advance British society - Know how there was resistance to the Roman occupation and know about Boudica - Know about at least one famous Roman emperor - Research what it was like for children in a given period in history and present findings to an audience 	<ul style="list-style-type: none"> - Know how Britain changed between the end of the Roman occupation and 1066 – Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms -Know that the way the kingdoms were divided led to the creation of some of our county boundaries today -Use a time line to show when the Anglo-Saxons were in England - know what life was like and what home life was like 	<ul style="list-style-type: none"> - Know about the impact that one of the following ancient societies had on the world: the Mayan civilization - Know why they were considered an advanced society in relation to that period of time in Europe - Research what it was like for children in a given period in history and present findings to an audience
Key Vocabulary:	Roman soldier, Celtic Warrior, Boudica, Julius Caesar, Roman Empire, Invasion, Hadrians Wall, AD, BC, Rome, Britons, civilisation Review: timeline, past, primary source, secondary source	Julius Caesar, Wergild, Saxons, Angles, Jutes, occupation, boundaries. Review: empire, civilisation, invasion, Romans, timeline, past, primary source, secondary source	Chronology, Mayans, Mesoamerica, pitz, ancient, raised fields, terraced farming, shifting cultivation, limestone, society Review: timeline, empire, civilisation, past, primary source, secondary source



KS2: Y4	Autumn Term	Spring Term	Summer Term
What are we learning about?	Stone Age to Iron Age (stone age)	Stone Age to Iron Age (Bronze age)	Ancient Egypt Geography link – Rivers (Nile)
National Curriculum Statements	- changes in Britain from the Stone Age to the Iron Age	- changes in Britain from the Stone Age to the Iron Age	- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Sticky Knowledge 'I will know that...'	- Know how Britain changed between the beginning of the stone age and the iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers' - homes – What was life like at home?	- Know how Britain changed between the beginning of the stone age and the iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers' - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance - homes – what was life like?	- Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. - Know about, and name, some of the advanced societies that were in the world around 3000 years ago -Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty
Key Vocabulary:	Hunter-gatherers, Paeolithic, Meseolithic, Neolithic periods, mammoth, spears, hammerstone, microliths, Skara Brae, fur pelt, Stonehenge, source Review: timeline, civilisation, past, primary source, secondary source	Tribe, arrowheads, daggers, warrior, hillfort, roundhouse, wattle, daub, chieftan, loom, god and goddess, source Review: timeline, civilisation, past, primary source, secondary source	Egypt, pyramid, canopic jar, plough, sickle, mummification, desert, tomb, Nile, sarcophagus, papyrus, hiroglyph Review: ancient, empire, civilisation, society, primary source, secondary source



KS2: Y5	Autumn Term	Spring Term	Summer Term
What are we learning about?	Local Study – Roman recap – Cirencester town	Space Race	Ancient Greece
National Curriculum Statements	a local history study that extends beyond 1066	As an aspect beyond 1066	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Sticky Knowledge 'I will know that...'	<ul style="list-style-type: none"> - Recap year 3 knowledge on the Romans. - know about a period of history that has strong connections to their locality and understand the issues associated with the period. - Know how the lives of wealthy people were different from the lives of poorer people at this time - Homes – what was life like? 	<ul style="list-style-type: none"> - Understand the key figures and dates in the space race - Understand how this has contributed to modern space exploration - Understand the chronology of the space race 	<ul style="list-style-type: none"> - Know some of the main characteristics of the Athenians and the Spartans - Know about and can talk about the struggle between the Athenians and the Spartans - Know about the influence the gods had on Ancient Greece - Know about the link between the Ancient Greeks and the modern Olympics - Know at least five sports from the Ancient Greek Olympics
Key Vocabulary:	Conquer, Empire, Centurion, invasion, Caesars, rebellion artefacts amphitheatre slave trade triangulation of trade, Review: Empire, invasion, civilisation, primary source, secondary source	Soviet NASA, Sputnik satellite, apollo, cosmonaut, lunar module, turbulence Review: Empire, invasion, civilisation, primary source, secondary source, chronological, astronaut,	Acropolis, Olympus, hoplites, philology, demigods, Zeus, theatre, myths, Marathon, democracy, Athens, Sparta, validity Review: Empire, invasion, civilisation, primary source, secondary source



KS2: Y6	Autumn Term	Spring Term	Summer Term
What are we learning about?	Benin Era	Vikings	WW2
National Curriculum Statements	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Sticky Knowledge 'I will know that...'	-Know about the impact that one of the following ancient societies had on the world: - Know why they were considered an advanced society in relation to that period of time in Europe - Know what life was like in the Benin Era	-Know where the Vikings originated from and show this on a map - Know that the Vikings and the Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons. - Home life – what was it like?	- Know about a theme in British history which extends beyond 1066 and explain why it was important in relation to British history. -Knowhow to place historical events and people from the past societies and periods in a chronological framework -Know how Britain has had a major influence on the world. -Research what it was like for children in a given period of history and present findings to an audience. -Home life – what was it like for a child?
Key Vocabulary:	Benin, Africa, Oba, Ogiso, Kingdom, Civil War, Colonisation, merchants, trading, Review: Empire, invasion, civilisation, primary source, secondary source, era, rebellion, validity	Viking, Anglo-Saxon, Danelaw, Migration, Pagan, Settler, Angles, Archaeologists, Jutes Review: Empire, invasion, civilisation, primary source, secondary source, validity	Axis, power, Allies, Blitzkrieg, Evacuee, Evacuation, Rationing, Refugee, Invasion, Chancellor, troops, war Review: invasion, primary source, secondary source