



EYFS are not included in this LTP as they learn based on Development Matters and are assessed on the ELGs in June.

NC Objective	What are we learning in Willow Class?							
The lives of significant individuals in the past who have	Historical Enquiry	Interpreting History/Evidence	Continuity & Change	Similarities & Difference	Cause & Consequence	Significance		
contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Neil Armstrong] Significant historical events, people and places in their own locality. Chronology Develop, then demonstrate an awareness of the past using common words & phrases relating to the passing of time e.g. A long time ago, recently, when myyounger, years. Begin to show where people & events fit into a broad chronological framework.	Ask & begin to answer Qs about events with Who, When, What happened? Answer Qs about old & new objects.	Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, songs, museum displays. Answer Qs using an artefact/photo provided.	Discuss change and continuity in as aspect of life. Explain why some objects belong in the past.	Identify similarities and differences between ways of life in different periods. Explain why a story was set in the past.	Recognise why people did things and what happened as a result.	Recognise and make simple observations about who was important in an historical event and why. Retell a familiar story/fact from the past.		
Tier 2 vocab (words more frequently used)	What? When? Where?	different, because, important, living memory, remembers, older generation, memories, drawing, photograph, camera detective, opinion, artefact	Measurements of time: timeline, artefacts, historic, year, decade, century, ancient, modern, long ago, timeline, date, order, similar, different,	Measurements of time:	Why? Results	memories, drawing, photograph, camera detective, opinion, artefact		
	words associated with individual	words associated with individual topics – add	words associated with individual	words associated with individual topics	words associated with	words associated with individual		





Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	topics – add as you go a long update: July 2022	as you go a long update: July 2022	topics – add as you go a long update: July 2022	- add as you go a long update: July 2022	individual topics - add as you go a long update: July 2022	topics - add as you go a long update: July 2022			
	PROGRESSION AND SEQUENCING-From EYFS								
The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.	LLG. Fast and Fresen	ELG: Past and Present Children at the expected level of development will: - 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							
Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.	has been read in clas storytelling	has been read in class; - Understand the past through settings, characters and events encountered in books read in class and							





The lives of significant	The lives of significant What are we learning in Elm Class?								
individuals in the past who	Historical Enquiry	Interpreting	Continuity &	Similarities &	Cause &	Significance			
have contributed to national		History/Evidence	Change	Difference	Consequence				
and international	Ask & begin to	Identify	Discuss change	Identify similarities	Recognise why	Recognise and make			
achievements. Some should be	answer Qs about	different ways	and continuity in	and differences	people did things	simple observations			
used to compare aspects of	events with Who,	that the past is	as aspect of life.	between ways of life in	and what happened	about who was			
life in different periods	When, What	represented e.g.	(If houses is your	different periods.	as a result (Why	important in an			
[Florence nightingale,]	happened?	fictional	topic, how have		did Guy Fawkes	historical event and			
		accounts,	appliances in a	Give examples of	try to blow up	why.			
Significant historical events,	Use first hand	illustrations,	kitchen changed?	things that are	Parliament?)				
people and places in their own	resources to find out	films, songs,	Are there any	different in their life	What happened as	Recount interesting			
locality.	information.	museum displays.	from the past that	from that of their	a result?	facts from a			
	(interview)		are still used	grandparents.		historical event.			
Events beyond living memory		Sequence a set	today?)		Recount the life				
that are significant nationally	Explain why Britain	of objects in			of someone				
or globally-Great Fire of	has a special history	chronological	Work out how long		famous from				
London.	by naming some	order.	ago an event		Britain who lived				
	famous event and		happened.		in the past giving				
Changes within living memory.	famous people.				attention to what				
Where appropriate, these					they did earlier				
should be used to reveal					and what they did				
aspects of change in national					later.				
life. Prince William and Harry-									
mental health									
Chronology									
Develop, then demonstrate an									
awareness of the past using									
common words & phrases									
relating to the passing of time									
e.g A long time ago, recently,									
when myyounger, years.									
Begin to show where people &									
events fit into a broad									
chronological framework. Begin									
to use dates.									





The same of the sa						
Tion 2 yearsh (words many	What? When?	investigate,	detective opinion,	chronological order		
Tier 2 vocab (words more frequently used)	Where? Why?	research,	artefacts	era/period,		
moquomity acout		evidence,				
		Historians,				
		experts, letters,				
		newspapers,				
		websites,				
		detective				
		opinion, artefact				
- : • • • • • • • • • • • • • • • • • • •	The Gunpowder Plot			Old, older, beyond		
Tier 3 vocab (not frequently	plotters Parliament			living memory		
used except when learning specific knowledge and skills)	secret King James					
opeonie iniemieuge and enine,	Guy Fawkes Catholic					
Words associated with	Protestant traitor					
individual topics – add as you	treason The Great					
go a long update: July 2022	Fire of London					
	Samuel Pepys diary					
	danger Christopher					
	Wren St Paul's					
	Cathedral					
	The class teacher	will biabliabt this L	TD on thou add it into	their MTD to ensure cove	rogo	

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.

		What are we learning in Beech Cycle A?								
NC Objective	Historical Enquiry	Interpreting	Continuity &	Similarities &	Cause &	Significance				
Pupils should be taught:		History/Evidence	Change	Difference	Consequence					
Ancient Greece - a study of	Ask and answer	Be aware that	Describe and	Describe some of the	Identify and	Identify and begin				
Greek life and achievements and	Qs about the past	different versions of	begin to make	similarities and	give reasons	to describe				
their influence on the western	considering	the past may exist and	links between	differences between	for historical	historically				
world.	aspects of change,	,	main events,	different periods e.g.		,				





Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Chronology Develop increasingly secure knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Use mathematical knowledge to work out how long ago events would have happened	cause, similarity and difference and significance. Suggest where we might find answers to Qs considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Construct and organise responses by selecting relevant historical data. Use the terms BC and AD, decade, ancient and century to describe periods.	begin to suggest reasons for this. Explain why Britain was an important country to have invaded and conquered.	situations and changes within and across different periods and societies. Set a timeline to show the different groups that invaded Britain.	social, belief, local and individual. Use research to identify similarities and differences between given periods in history.	events and changes. Explain why a war may cause distress.	significant events in situations. The role of an archaeologist is significant because
Tier 2 vocab (words more frequently used)	B.C (Before Christ) A.D (Anno Domini), museum	first hand evidence, second hand evidence,	millennium, thousands of years,		sources, importance significance, impact, effects, first hand evidence, second hand evidence, oral history,	Archaeologist





Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	•	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022
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NC Objective		What are we learning in Oak Class Cycle A?							
Pupils should be taught:	Historical Enquiry	Interpreting	Continuity &	Similarities &	Cause &	Significance			
A study of an aspect or		History/Evidence	Change	Difference	Consequence				
theme in British history	Devise, ask and answer	Understand that the	Use a greater	Show	Begin to offer	Given reasons why			
that extends pupils'	more complex Qs about	past is represented	depth of historical	understanding of	explanations about	some events, people			
chronological knowledge	the past, considering key	and interpreted in	knowledge to	some of the	why people in the	or developments are			
beyond 1066	concepts in history.	different ways and	describe and begin	similarities and	past acted the way	seen as more			
	Select sources	gives reasons for	to make links	differences	they did.	significant than			
The Roman Empire and	independently and give	this.	between main	between		others.			
its impact on Britain	reasons for choices.		events, situations	different	Explain how				
	Analyse a range of source	Use dates and	and changes within	periods e.g.	significant events in	Draw a timeline to			
Chronology	material to promote	historical language in	different periods	social, belief,	history have helped	include different			
Develop increasingly	evidence about the past.	their work.	and societies.	local, individual.	shape the country	time periods, when			
secure chronological	Construct and organise		Understand and		we have today.	famous people lived			
knowledge and	response by selecting and		explain how crime			etc.			
understanding of	organising relevant		and punishment						
history, local, British	historical data.		has changed over						
and world.			the years.						
Put events, people,									
places and artefacts on									
a timeline.									
Use correct terminology									
to describe events in									
the past.									
Tier 2 vocab (words	millennium, thousands of	to weigh up both	consequences		change continuity	chronological			
more frequently used)	years, World War I,	sides, on one hand,	legacy		cause/s infer	order era/period			
, , , , , , , , , , , , , , , , , , , ,	World War II ,	however different			suggest My	B.C (Before Christ),			
		experiences, primary			conclusion is that	A.D (Anno Domini),			
		evidence, secondary							
		evidence, eye							
		witness, this source							
		suggests that this							
		source doesn't show							
		that reliable could							
		have been might							





		have been may be impact effects significance impression				
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.

Each topic will start with time spent discussing what has previously been learnt and how the current topic will build on previous learning.

NC Objective		What are we learning in Beech Class Cycle B?							
Pupils should be taught:	Historical Enquiry	Interpreting	Continuity &	Similarities &	Cause &	Significance			
Changes in Britain from		History/Evidence	Change	Difference	Consequence				
the Stone Age to the Iron	Ask and answer Qs about	Be aware that	Describe and	Describe some of the	Identify and give	Identify and begin			
Age.	the past considering	different	begin to make	similarities and	reasons for	to describe			
	aspects of change, cause,	versions of the	links between main	differences between	historical events	historically			
The achievements of the	similarity and difference	past may exist	events, situations	different periods e.g.	and changes.	significant events in			
earliest civilizations - an	and significance.	and begin to	and changes within	social, belief, local	_	situations.			
overview of where and	Suggest where we might	suggest reasons	and across	and individual.	How have past				
when the first	find answers to Qs	for this.	different periods		events help to	Give reasons as to			
civilizations appeared and	considering a range of		and societies.		shape our lives?	why you support a			
a depth study of one of	sources.	Explain that				historical argument.			
the following: Ancient	Understand that	people's way of	Build up a picture		Explain why and how				
Sumer; The Indus Valley;	knowledge about the past	life in the past	of what main		weapons have				
Ancient Egypt; The Shang	is constructed from a	was dictated by	events happened in		changed by the				
Dynasty of Ancient China.	variety of sources.	their jobs and	Britain/the world		development of				





**************************************	Construct and organise	how the food	during different		inventions that have	
Chronology Develop increasingly secure knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Plot recent history on a timeline in centuries.	responses by selecting relevant historical data.	they ate was different because of the availability of different sources of food.	centuries.		occurred within a given time period.	
Tier 2 vocab (words more frequently used)	B.C (Before Christ) A.D (Anno Domini), museum	first hand evidence, second hand evidence,	millennium, thousands of years,		sources, importance significance, impact, effects, first hand evidence, second hand evidence, oral history,	Archaeologist
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics – add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics – add as you go a long update: July 2022

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Learn about non-European		What are we lea	rning in Oak Clas	ss Cycle B?		
society that provides contrasts	Historical Enquiry	Interpreting	Continuity &	Similarities &	Cause &	Significance
with British history - one study		History/Evidence	Change	Difference	Consequence	
chosen from: early Islamic	Devise, ask and answer	Understand that	Use a greater	Show	Begin to offer	Given reasons why some
civilization, including a study of	more complex Qs about	the past is	depth of	understanding	explanations about	events, people or
Baghdad c. AD 900; Mayan	the past, considering key	represented and	historical	of some of the	why people in the	developments are seen
civilization c. AD 900; Benin	concepts in history.	interpreted in	knowledge to	similarities	past acted the way	as more significant than
(West Africa) c. AD 900-1300.	Select sources	different ways	describe and	and	they did.	others.
	independently and give	and gives reasons	begin to make	differences		
A local history study	reasons for choices.	for this.	links between	between	Can pupils	Suggest why there may
	Analyse a range of source		main events,	different	appreciate how	be different
	material to promote	Summarise how	situations and	periods e.g.	Britain once had an	interpretations of
	evidence about the past.	Britain had a	changes within	social, belief,	Empire and how	events.
Chronology	Construct and organise	major influence	different	local,	that has help or	
Develop increasingly secure	response by selecting and	on world history.	periods and	individual.	hindered our	Explain why certain
chronological knowledge and	organising relevant		societies.		relationship with a	events, people and
understanding of history, local,	historical data.				number of	changes might be seen
British and world.	Pose & answer their own		Explain what		countries today.	as more significant than
Put events, people, places and	historical Qs.		Britain has			others/
artefacts on a timeline.			learnt from			
Use correct terminology to			other			
describe events in the past.			countries and			
Say where a period of history			civilisations			
fits into a timeline.			through time			
Can pupils explain that some			gone by and			
ancient civilisations showed			more recently.			
greater advancements than						
people who lived centuries after						
them.						
Tion O we call for the large	B.C (Before Christ) A.D	first hand	millennium,		sources,	Archaeologist
Tier 2 vocab (words more frequently used)	(Anno Domini), museum	evidence, second	thousands of		importance	
irequeitity useu)		hand evidence,	years,		significance,	
					impact, effects,	
					first hand	
					evidence, second	





					hand evidence, oral history,	
Tier 3 vocab (not frequently used except when learning specific knowledge and skills)	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022	words associated with individual topics - add as you go a long update: July 2022

The class teacher will highlight this LTP as they add it into their MTP to ensure coverage.





Class teachers will highlight the following assessment criteria in their assessment spreadsheet document.

	Progression/Assessment Criteria - Powerful knowledge for History					
	Chronology, Key concepts, Vocabulary, Historical enquiry					
	I can place several events I have been learning about in order.					
	I know that people lived and that things happened before I was born.					
	I can retell familiar stories from the past.					
У1	I can recall facts from the past.					
Powerful	I can give some reasons to describe how my own life is different from lives of people in the past.					
knowledge	I can talk about why important familiar events happened and what followed as a result i.e. why we wear poppies; why we have bonfire night etc					
_	I can ask questions about events from the past.					
	I can make simple observations about historical events.					
	I can make simple observations about historical people.					
	I can use common words and phrases when I am talking about my work in History, i.e. before, after, earlier, later, long ago, in the past, now.					
	I can answer how and why questions in response to stories or events.					
	I can discuss how aspects of life change over time.					
	I can explain why some objects belong in the past.					
	I know that information about the past can be found in books and on computers.					

	Progression/Assessment Criteria - Powerful knowledge for History					
	Chronology, Key concepts, Vocabulary, Historical enquiry					
	I can place several events I have been learning about on a timeline.					
У2	I can use a wider range of words and phrases to support my work in History i.e. chronological, timeline, years, lifetime, past, present, artefacts					
Powerful	I can ask who, what happened and when.					
knowledge	I know that I can find out information from a number of different sources:					
	Books					
	Books					
	 Artefacts 					
	• Films					
	• Songs					
	 Stories 					





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• First hand experience.

I can work out how long ago something happened.

I can talk about the lives of people in the past.

I can talk about events from the past.

I can talk about why people did things and what happened as a result i.e. why did Guy Fawkes blow up Parliament and what happened as a result.

I can identify some similarities and differences between life now and life in the past.

I can ask relevant questions to find out more about the past.

I can sequence a set of objects in chronological order.

I can answer questions about the past, giving simple reasons for my answers.

I can discuss how different events can be represented.

I can find simple information using books or computers to learn more about the past

I can identify similarities between different periods in the past.

I can give examples of how things are different from things in my life time to that of my grandparents.

	Progression/Assessment Criteria - Powerful knowledge for History				
	Chronology, Key concepts, Vocabulary, Historical enquiry				
	I can place a number of events chronologically on a BC/AD timeline.				
	I can use appropriate historical terms when talking about chronology i.e. periods, BC, AD, age, century etc				
У3	I can make comparisons between ways of life at different times i.e. modern times/ancient times.				
Powerful	I can describe different aspects of society during Ancient times i.e. social, cultural, religious customs.				
knowledge	I know who the significant people were and why they were important.				
	I know who the significant events were and why they were important.				
	I know that aspects of life today have been affected by events from the past.				
	I can explain why Britain was an important country to invade.				
	I can choose the best source to help me to answer a question about the past.				
	I am aware that there may be different versions of an event that took place in the past.				
	I know that the past can be represented and interpreted in different ways.				
	I can use a frame/template to record my knowledge of the past including key information and historical terms.				





	Progression/Assessment Criteria - Powerful knowledge for History					
	Chronology, Key concepts, Vocabulary, Historical enquiry					
y 4	I can place the periods of time I am learning about on a timeline.					
Powerful	I can find links between the periods of time that I study.					
knowledge	I can talk about the main events and key changes that took place within the time periods I have studied.					
	I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons					
	I know about significant people/events within the time periods I have studied and can describe their impact on life at that time.					
	I can choose a range of sources to help me to talk in depth about different aspects of the past.					
	I can give examples of how the past can be represented and interpreted in different ways.					
	I can follow a set of success criteria in order to present my knowledge and understanding of History.					

	Progression/Assessment Criteria - Powerful knowledge for History
	Chronology, Key concepts, Vocabulary, Historical enquiry
	I can use a time line to help me talk about key aspects within the time periods I have studied.
	I can use historical dates in my work.
У5	I can use historical language in my work.
Powerful	I can describe connections and identify contrasts when talking about different time periods.
knowledge	I can give reasons for the main events and key changes that took place within the time periods I have studied.
	I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Islamic Civilisation
	I can talk about significant people/events within the time periods I have studied and describe their impact on life at that time and on life today.
	I can explain how crime and punishment has changed over the years.
	I can find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence.
	I can explain the different ways that the past can be represented and how this affects interpretation.
	I can work with increasing independence to record my knowledge and understanding about the past.
	Progression/Assessment Criteria - Powerful knowledge for History
	Chronology, Key concepts, Vocabulary, Historical enquiry
У6	
Powerful	I can talk confidently about the different periods of time I have studied, providing an accurate chronology.
knowledge	I can make links within and across periods of history studied.
	I can describe connections, identify contrasts and talk about trends over time to show my understanding of chronology.
	I can talk about significant individuals from the past and offer explanations for their actions.
	I can provide reasons why some events, individuals, developments are seen as more significant than others.
	I can find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence.





I can give reasons for the different ways the past is represented and how this affects interpretation.

I can work independently/ in a small group to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.