



Key Stage	Foundation Stage Curriculum National Curriculum	Enquiry Questions	Know	Grow	Show
			Basic familiar words	High-frequency & academic words <ul style="list-style-type: none"> Red indicates disciplinary thinking skills Green indicates vocabulary taught in other subjects 	Low-frequency & content specific words
EYFS	<p>Communication and Language</p> <ul style="list-style-type: none"> Back-and-forth interactions Conversation Language-rich environment Key texts Storytelling & roleplay <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	Who is in my family?	me, family, mum, dad, sister, brother, grandma (variations), grandad (variations)	long ago, past, present, future, now, then, remember, order, cousin, aunty, uncle, mother, father <i>recognise, identify, describe, organise</i>	historian, history, timeline
		Who lives here?	house, home, flat, long ago, street, road, town	apartment, bungalow, past, present, future, now, then, remember, order, <i>village, city</i> <i>recognise, identify, describe, organise, compare</i>	historian, history, timeline
		What do stories tell us about the world?	stories, <i>the world</i>	past, present, future, now, then, remember, order, <i>the Earth, countries</i> <i>recognise, identify, describe, organise, compare, recall, begin to explain</i>	historian, history, timeline, cultures
KS1	<p>Spoken language</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and 	How do our toys and games compare with those of children in the 1960s?	past, toys, games, parents, grandparents	change, continue, present, recent, modern, old-fashioned, source, important, historian, history, timeline <i>recognise, identify, describe, observe, reason, recall, begin to explain</i>	decade, BC and AD, century, chronological
		Who is the greatest history maker?	people, kings, queens	event, impact, famous/infamous, significance, justify, <i>perspective</i> , remember, annual, evidence, fact, chronological order, living memory, memories, opinion, prime minister, president, leader <i>recognise, identify, describe, observe, reason, recall, begin to explain</i>	commemorate, chieftain, pharaoh, pirate, privateer, artefact, interpret, enquire
		What does it take to be a great explorer?	travel, find, look, take	determination, explore/explorer/exploration, achieve/achievement, challenge, purpose, similar, difference, <i>trade</i> , discover, motivation, chronological order, evidence, fact, opinion <i>recognise, identify, describe, observe, reason, recall, begin to explain</i>	expedition, artefact, interpret, enquire



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	<p>building on the contributions of others</p> <ul style="list-style-type: none"> select and use appropriate registers for effective communication <p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond. 	<p>How do we know so much about where Sappho used to live?</p>	volcano, home, family, town, city, Roman	wealth/wealthy reliable/trustworthy, historian, history, artefact, chronological order, memories, opinion, fact, evidence, interpret, enquire, AD, BC, decades, centuries recognise, identify, describe, observe, reason, recall, begin to explain	archaeology/ist, excavated, eyewitness, reconstruction, unearth, pyroclastic, speculate, impact, research, experts, lifetime
		<p>Why was Charles sent to prison?</p>	army, navy, air force, war	(cause), consequence, communication, message, war, enemy, community, understanding, behave/behaviour, code/decode, historian, history, artefact, chronological order, memories, opinion, fact, evidence, interpret, enquire, AD, BC, decades, centuries, impact, research, experts, lifetime recognise, identify, describe, observe, reason, recall, begin to explain	military, cypher, Western Front, capsule, reconnaissance
		<p>Why is the history of my local area significant?</p>	local area, hills, places to visit	excavation, recent, discoveries historian, history, archaeologist, archaeology artefact, chronological order, memories, opinion, fact, evidence, interpret, enquire, AD, BC, decades, centuries, impact, research, experts, lifetime recognise, identify, describe, observe, reason, recall, begin to explain	Bronze Age, Iron Age, stone circle, monument, long barrow
LKS2	<p>Spoken language</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication 	<p>How did life change for Ancient Britons during the Stone Age?</p>	lifetime, history, memories, fact, order, change	period, continuity, settle/settlement, society, lifestyle, permanent, suggest, misconception historian, archaeologist, archaeology artefact, chronological, opinion, evidence, decades, centuries, impact, research, experts, fossil BC (Before Christ) AD (Anno Domini) archaeologists / archaeology museum, excavate recognise, identify, describe, observe, reason, explain, reach basic conclusions	anachronism, pre-historic, agricultural, hunter-gatherers, Palaeolithic, Neolithic, Stone Age, nomadic, domestic(ed), subsistence, reconstruction pre-history, bias, era/period, BCE (Before Common Era) CE (Common Era)
		<p>What is the secret of the standing stones?</p>	lifetime, history, memories, fact, order, change	period, continuity, change, community, artefacts, archaeology, purpose, significant, status, trade, reconstruct, settlement historian, archaeologist, archaeology artefact, chronological, opinion, evidence, decades, centuries, impact, research, experts pre-history, bias, era/period, BCE (Before Common Era) CE (Common Era), BC (Before Christ) AD (Anno Domini) archaeologists / archaeology museum, excavate recognise, identify, describe, observe, reason, explain, reach basic conclusions	smelting, barter, cairns, cists, barrow



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		<p>How did the arrival of the Romans change Britain?</p>	change, Roman, soldier, war, town, road	consequences, continuity, cause / causation infer, Primary, Secondary, chieftain, conflict, resources, status, tribe historian, archaeologist, archaeology, artefact, chronological, opinion, evidence, decades, centuries, impact, research, experts pre-history, bias, era/period, BCE (Before Common Era) CE (Common Era), BC (Before Christ) AD (Anno Domini) archaeologists / archaeology museum, excavate recognise, identify, describe, observe, reason, explain, reach basic conclusions	influence, invade, occupy, uprising, slaves, civilisation, rebel, empire, gladiator, fortifications, Celts, Picts, Barbarians, conquest
		<p>Who were the Anglo Saxons and how do we know what was important to them?</p>	king, England, tribe	settlement , excavation, artefacts, primary/secondary evidence, trade, witness(ed), barbarian, emperor, language, rural , belief, culture historian, archaeologist, archaeology, artefact, chronological, opinion, evidence, decades, centuries, impact, research, experts pre-history, bias, era/period, BCE (Before Common Era) CE (Common Era), BC (Before Christ) AD (Anno Domini) archaeologists / archaeology museum, excavate recognise, identify, describe, observe, reason, explain, reach basic conclusions	legacy, convert(sion), origin/originate, plunder(ed), vulnerable, alledge
		<p>What did the Vikings want and how did Alfred help to stop them getting it?</p>	Viking, king, kingdom, tribe	settlers, legacy, culture, resources, conflict, invasion, voyage, great, terror, inhabited historian, archaeologist, archaeology, artefact, chronological, opinion, evidence, decades, centuries, impact, research, experts pre-history, bias, era/period, BCE (Before Common Era) CE (Common Era), BC (Before Christ) AD (Anno Domini) archaeologists / archaeology museum, excavate recognise, identify, describe, observe, reason, explain, reach basic conclusions	pagan, associate, raid, vessels, myth, legend, folklore, generation, desecrate, Viking, longship, monarch, heathens, homeland, Norsemen



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UKS2	<p>Spoken language</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication <p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond. 	<p>Why did the Ancient Maya change their way of life?</p>	history, archaeology, historian, archaeologist, artefact, opinion, fact, century, museum, evidence, experts, research, city, America	civil/civilisation, purpose, culture, generation, reconstruct, ceremony, cause and effect, priest, state, discover, drought, agriculture, expedition chronological, evidence, decades, impact, primary/secondary source, reliable, extent of change, extent of continuity, eyewitness, Monarchy, ancient pre-history, bias, era/period, BCE (Before Common Era) CE (Common Era), BC (Before Christ) AD (Anno Domini), excavate recognise, identify, describe, observe, reason, recall, explain, reach conclusions and make judgments, evaluate, apply, hypothesise, synthesise, analyse	contemporary, ritual, abandon, factors, circumstance, (over)-population, hieroglyphs, famine, deforestation
		<p>Why is the history of Devises also the history of England?</p>	history, archaeology, historian, archaeologist, artefact, opinion, fact, century, museum, evidence, experts, research, ancient, China, AD, BC, period/era, excavate, kings, queens	architecture chronological, evidence, decades, impact, primary/secondary source, reliable, extent of change, extent of continuity, eyewitness, Monarchy, bias recognise, identify, describe, observe, reason, recall, explain, reach conclusions and make judgments, evaluate, apply, hypothesise, synthesise, analyse	Tudor
		<p>How did a pile of dragon bones help to solve an ancient Chinese mystery?</p>	history, archaeology, historian, archaeologist, artefact, opinion, fact, century, museum, evidence, experts, research, ancient, China, AD, BC, period/era, excavate	noblemen, wealthy, legend, discover, hieroglyphics, emperor, empire, belief, legacy, speculate, reconstruct, artefact, myth, inscription, ceremony, rule/ruler, privilege, wisdom, immortal/mortal, ancestors chronological, evidence, decades, impact, primary/secondary source, reliable, extent of change, extent of continuity, eyewitness, Monarchy, bias recognise, identify, describe, observe, reason, recall, explain, reach conclusions and make judgments, evaluate, apply, hypothesise, synthesise, analyse	common(ers), fortune, hierarchy, prosperity, oracle, dynasty, intercede, divining
		<p>The story of the Trojan Horse - fact, myth or legend?</p>	history, archaeology, historian, archaeologist, artefact, opinion, fact, century, museum, evidence, experts, research, ancient, Greece, AD, BC, period/era, excavate, ancient, modern	culture, pre-history, myth, legend, dominance, government, surrender, reliable, expedition, conflict and conquest, ruler, empire, military, war, civilisation, ramparts, perspective chronological, evidence, decades, impact, primary/secondary source, reliable, extent of change, extent of continuity, eyewitness, Monarchy, bias, legacy recognise, identify, describe, observe, reason, recall, explain, reach conclusions and make judgments, evaluate, apply, hypothesise, synthesise, analyse	Trojan, Troy, city-state, siege, subterfuge, authentic, negotiation, depiction, accurate, envoy, viewpoint, critique, validity ambiguous, omits, millennia, epochs



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		What was the influence of the Greek civilisation on the world?	history, archaeology, historian, archaeologist, artefact, opinion, fact, century, museum, evidence, experts, research, ancient, Greece, AD, BC, period/era, excavate, ancient, modern	culture, pre-history, myth, legend, dominance, government, surrender, reliable, expedition , conflict and conquest, ruler, empire, military, war, civilisation, ramparts, perspective chronological, evidence, decades, impact, primary/secondary source, reliable, extent of change, extent of continuity, eyewitness, Monarchy, bias, legacy recognise, identify, describe, observe, reason, recall, explain, reach conclusions and make judgments, evaluate, apply, hypothesise, synthesise, analyse	city-state, democracy ambiguous, omits, millennia, epochs
		Why was winning the Battle of Britain so important?	history, archaeology, historian, archaeologist, artefact, opinion, fact, century, museum, evidence, experts, research, ancient, UK, Germany, AD, BC, period/era, excavate, ancient, modern	occupy, invade/invasion, conflict, war, empire, defend/defence, government, launch, strategy chronological, evidence, decades, impact, primary/secondary source, reliable, extent of change, extent of continuity, eyewitness, Monarchy, bias, legacy recognise, identify, describe, observe, reason, recall, explain, reach conclusions and make judgments, evaluate, apply, hypothesise, synthesise, analyse, empathise	dominant/dominance, supremacy, territory, allies, tactics, evacuate (ation), parliament, (names of planes), Fuhrer, dictator, Prime Minister, Reich, Blitzkrieg, RADAR ambiguous, omits, millennia, epochs