



## Early Years and Key Stage 1

	Early Years	Year 1	Year 2	End of Key Stage Expectations
Chronological Understanding	<p>I can talk about past and present events in my own life and in the lives of family members. (P&amp;C ELG)</p> <p><b>RE: Treasure Celebrations</b></p> <p><b>Myself/people who help us</b></p>	<p>I can put up to three objects in chronological order (recent history). <b>Toys</b></p> <p>I can use words and phrases like: old, new and a long time ago. <b>Toys</b></p> <p>I can use words and phrases like: before I was born, when I was younger. <b>Toys</b></p> <p>I can tell others about things that happened when they were little. <b>Toys</b></p> <p>I can recognise that a story that is read to them may have happened a long time ago. <b>Toys &amp; Seaside</b></p> <p>I can understand that some objects belonged to the past. <b>Toys</b></p> <p>I can retell a familiar story set in the past. <b>Toys (English)</b></p> <p>I can explain how they have changed since they were born. <b>Science – humans topic</b></p>	<p>I can use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in my historical learning. <b>London</b></p> <p>I can use the words past and present correctly. <b>London (English)</b></p> <p>I can use a range of appropriate words and phrases to describe the past. <b>London</b></p> <p>I can sequence a set of events in chronological order and give reasons for their order. <b>London</b></p>	<p><b>Pupils should be taught about:</b></p> <p>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality .</p>
Knowledge and Interpretation	<p>I can make observations of animals and plants and explain why some things occur, and talk about changes. (The World ELG)</p> <p><b>N- Seasons, Under the Sea, Minibeasts</b></p> <p><b>R – Growing, Jungle</b></p>	<p>I can recount the life of someone famous from Britain who lived in the past giving attention to what they achieved. <b>Transport (e.g. first flight)</b></p>	<p>I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. <b>London</b></p> <p>I can understand that we have a queen who rules us and that Britain has had a king or queen for many years. <b>London</b></p> <p>I can explain how my local area was different in the past. <b>London</b></p> <p>I can recount some interesting facts from an historical event, such as where the fire of London started. <b>London</b></p> <p>I can explain why Britain has a special history by naming some famous events and some famous people. <b>London</b></p> <p>I can explain why someone in the past acted in the way they did. <b>London</b></p>	
Historical Enquiry	<p>I can look closely at similarities, differences, patterns and change. <b>R - Celebrations</b> (The World 40-60m)</p> <p>I can make observations of animals and plants and explain why some things occur, and talk about changes. (The World ELG)</p> <p><b>N- Seasons, Under the Sea, Minibeasts</b></p> <p><b>R – Growing, Jungle</b></p>	<p>I can answer questions using a range of artefacts/ photographs provided. <b>Toys</b></p> <p>I can find out more about a famous person from the past and carry out some research on him or her.</p> <p><b>Transport &amp; Seaside</b> (LS Lowry – artist, compare with seaside and city)</p> <p>I can find out something about the past by talking to an older person. <b>Toys</b></p>	<p>I can answer questions by using a specific source, such as an information book. <b>London &amp; Superheroes</b></p> <p>I can research the life of a famous Briton from the past using different resources.</p> <p><b>Superheroes</b> (Florence Nightingale, Mary Seacole, Edith Cavell)</p> <p>I can research about a famous event that happens in Britain and why it has been happening for some time. <b>London (e.g. Bonfire Night)</b></p> <p>I can research the life of someone who used to live in my area using the Internet and other sources to find out about them. <b>London</b></p>	



## Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Chronological Understanding	<p>I can describe events and periods using the words: BC, AD and decade. <b>Ancient Egypt</b></p> <p>I can describe events from the past using dates when things happened. <b>Ancient Egypt</b></p> <p>I can use a timeline within a specific time in history to set out the order things may have happened. <b>Ancient Egypt and Stone Age</b></p> <p>I can use my mathematical knowledge to work out how long ago events in recent and local history would have happened. <b>Ancient Egypt</b></p> <p>I can describe events that happened in the past that are local to my area. <b>Food</b></p>	<p>I can plot recent history on a timeline using centuries. <b>Romans</b></p> <p>I can use my mathematical skills to work exact time scales and differences as need be. <b>Romans</b></p> <p>I can use dates and historical language in my work. <b>Romans</b></p> <p>I can begin to build up a picture of what main events happened in Britain/ the world during different centuries. <b>Romans and Wild Weather</b></p> <p>I can describe events that happened in the past that are local to my area. <b>Shakespeare (The Globe)</b></p>	<p>I can use dates and historical language in my work. <b>Invaders and Settlers</b></p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.. <b>Ancient Greece</b></p> <p>I can place features of historical events and people from past societies and periods in a chronological framework. <b>All</b></p> <p>I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. <b>Invaders and Settlers</b></p>	<p>I can say where a period of history fits on a timeline. <b>WWII</b></p> <p>I can place a specific event on a timeline by decade. <b>WWII</b></p> <p>I can place features of historical events and people from past societies and periods in a chronological framework. <b>WWII &amp; Freedom</b></p> <p>I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. <b>WWII</b></p>	<p><b>Pupils should continue to:</b> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
Knowledge and Interpretation	<p>I can appreciate that the early Brits would not have communicated as we do or have eaten as we do. <b>Stone Age</b></p> <p>I can begin to picture what life would have been like for the early settlers. <b>Stone Age</b></p> <p>I can suggest why certain events happened as they did in history. <b>All</b></p>	<p>I can explain how events from the past have helped shape our lives. <b>Romans</b></p> <p>I can explain how people who lived in the past cooked and travelled differently and used different weapons from ours. <b>Romans and Shakespeare</b></p> <p>I can recognise that the lives of wealthy people were very different from those of poor people. <b>Shakespeare</b></p> <p>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. <b>Romans and Shakespeare</b></p> <p>I can understand how our knowledge of the past is constructed from a range of sources. <b>All</b></p>	<p>I can describe historical events from the different period/s they are studying/have studied. <b>Invaders and Settlers &amp; Ancient Greece</b></p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. <b>The Americas</b></p> <p>I can begin to appreciate that how we make decisions has been through a Parliament for some time. <b>Invaders and Settlers &amp; Ancient Greece</b></p> <p>I can appreciate that significant events in history have helped shape the country we have today. <b>Invaders and Settlers &amp; Ancient Greece</b></p> <p>I can gain a good understanding as to how crime and punishment has changes over the years. <b>Invaders and Settlers</b></p> <p>I can recognise and describe differences and similarities/ changes and continuity between different periods of history. <b>Invaders and Settlers</b></p>	<p>I can summarise the main events from a specific period in history, explaining the order in which key events happened. <b>WWII &amp; Freedom (e.g. Suffragettes)</b></p> <p>I can appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences. <b>WWII</b></p> <p>I can summarise how Britain has had a major influence on world history. <b>WWII</b></p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. <b>Freedom</b></p>	
Historical Enquiry	<p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past. <b>Ancient Egypt</b></p> <p>I can use various sources of evidence to answer questions. <b>All</b></p> <p>I can research a specific event from the past to then write about this. <b>All</b></p> <p>I can devise historically accurate questions about change, cause, similarity and difference and significance. <b>Ancient Egypt</b></p>	<p>I can research more than one version of an event and say how they differ. <b>Romans</b></p> <p>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. <b>All</b></p> <p>I can give more than one reason to support an historical argument. <b>All</b></p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out. <b>All</b></p> <p>I can devise historically accurate questions about change, cause, similarity and difference and significance. <b>Romans</b></p>	<p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. <b>Invaders and Settlers</b></p> <p>I can give more than one reason to support an historical argument. <b>All</b></p>	<p>I can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint. <b>WWII &amp; Freedom</b></p> <p>I can identify and explain my understanding of propaganda. <b>WWII</b></p> <p>I can describe a key event from Britain's past using a range of evidence from different sources. <b>WWII</b></p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out. <b>Freedom</b></p>	