

EYFS ELG	Past and Present 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		Speaking ELG 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.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	HE1a Can find answers about the past from sources of information e.g. artefacts, photographs, stories. Such as how the Nottingham Castle or Goose fair has changed overtime.	HE2a Can ask and answer questions about events, people or artefacts- Such as How do we know where the fire started? How long did it take to travel to the moon? HE2b Can give a plausible explanation about what an object was used for in the past – such as a fire squirt	HE3a Know that archaeologists help us understand more about what has happened in the past HE3b Can use a range of sources to answer questions about the past	HE4a Can identify the difference between primary and secondary sources HE4b Can suggest appropriate sources of evidence for the time period HE4c Used more than one source of evidence to find to answer to an enquiry	HE5a Can give more than one reason to support a historical argument HE5b Can identify fact and opinion in historical sources HE5c Begin to use evidence to build to present a picture of one aspect of life in a particular time period. (Roman Army Life/ Golden age of Islam)	HE6a Be able to look at accounts and say how the author may be attempting to persuade or give a specific viewpoint HE6b Use a range of sources to deduce information about the past

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Chronological Understanding	CU1a Can sequence events in their own lives such as their birth, starting school and the starting in Y1. CU1b Can sequence up to 3 toys in chronological order CU1c Understands and uses phrases like: old, new, a long time ago, before I was born, when I was younger, when my gran was little...	CU2a Can place events or artefacts in chronological order such as the events of TGFoL or events in the life of Neil Armstrong CU2b Understands and uses phrases such as: before, after, past, present, then and now	CU3a Can sequence several events or artefacts according to date/age such as types of housing or tools during Early Britain period CU3b Can use dates and historical terms to describe changes in Britain from the Stone- Age to Iron Age. CU3c Understands and uses appropriate subject vocabulary such as BCE, CE, ancient, time period,	CU4a Can place events from a a specific time periods studied on a timeline such as the Greek Empire CU4b Understands the concept of change over time, recognising the different groups that have settled in Britain from different time periods such as the Anglo-Saxons and the Vikings CU4c Understands and uses more historical terms such as change, decade, century, era, monarch,	CU5a Explain the chronology of different time periods (local, British, World) and how they relate to one another on a timeline. CU5b Can describe the main changes in a period of history (social, religious or cultural) CU5c Use dates and historical terms accurately when describing events. Such as the cultural changes in Britain during the Romano British period CU5d Understands and uses more complex historical terms such as millennium, chronology, continuity, change	CU6a Can place a period of history on a timeline in relation to other historical periods studied over the key stage CU6b Can sequence up to 10 events or artefacts (crossing BCE/CE) accurately, explaining their reasoning CU6c Can explain the development of the transport network in Nottingham over the last 150 years CU6d Understands and uses more complex historical terms legacy, cause and effect, trends, significance
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Knowledge and Interpretation	KI1a Knows about a significant individual in the past such as Robin Hood (through Literacy); Jesse Boot; William the Conqueror (<i>brief intro to King who built first castle in Nottingham</i>) KI1b Can identify the main differences between old (historical) and new (contemporary) artefacts KI1c <i>Can explain how we find about the past- talk to our parents or grandparents, use books, picture or the internet</i>	KI2a Can describe significant people from the past and discuss what they did such as Matthew Henson, Samuel Pepys KI2b Can describe a historical event such as the 1969 Moon Landing KI2c Can talk about the causes of a significant event and what the consequences were such as the fire in the bakery at Pudding Lane. KI2d <i>Knows what type of evidence is reliable when finding out about the past</i>	KI3a Know what life may have been like for people in Early Britain KI3b Can describe similarities and differences between how communities in the past lived, ate and communicated and draw comparisons with today. Such as living in communities, farming, worship, evolving technology KI3c Be able to explain how some events in the past have impacted on our lives today such as how conversion to Christianity during Anglo-Saxon times we still ‘celebrate’ Christian festivals KI3d <i>Can distinguish between different historical sources and explain why accounts may differ</i>	KI4a Can describe some ideas, beliefs and attitudes of Anglo Saxon and Viking societies in Britain. KI4b Knows how artefacts and texts from the past helped build up an accurate picture of how people lived in the past- such as what they concluded about the Olympics from images on Greek artefacts KI4c Suggest why Britain would have been an important country to have invaded and conquered KI4d <i>Can identify and give reasons for the different ways in which the past is represented</i>	KI5a Can identify continuity and change in the history of the school and the local area KI5b Can give a broad overview of life in Britain and some major events from the rest of the world KI5c Can describe the cultural, social, ethnic or religious diversity of past societies such as the ethnic and religious diversity of people living in Britain during Romano Britain KI5d <i>Be able to compare accounts of events from different sources. Showing an awareness of bias.</i>	KI6a Can make comparisons and contrasts between historical periods explaining things that have changed or stayed the same. KI6b Be able to summarise the main events for a specific period in history, explaining the order in which key events happened KI6c Recognise and describe changes and continuity between different time periods KI6d <i>Describe ways of checking the accuracy of historical interpretations</i>
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Knowledge Progression	Why am I special? KP1a Know that Goose Fair has changed over time and explain some of the changes using pictorial evidence Does Nottingham have a castle? KP1b Know why Nottingham needed a castle and why it was built where it was KP1c know and name some features of castles KP1d know that the castle has changed and been rebuilt several times over the years Are these toys old or new? KP1e know that children in the past had toys KP1f Can explain how you use some of the toys KP1g Can explain why children in the past didn't have toys like tablets, electric scooters, robotic toys KP1h- Can discuss similarities and differences between toys- such as dolls- before may have been wooden or chime but now plastic	What was the Great Fire of London? KP2a Know the date of TGFoL (2- 6 September 1666) KP2b Know where the fire started and why (Pudding Lane- Baker left fire unattended) KP2c Can explain why the fire spread so rapidly KP2d Can explain why Pepys diary is an important source of information Could I be an explorer like Neil Armstrong? KP2e Know the date of the Moon Landing KP2f Can name some of the astronauts of the time including Neil Armstrong KP2g know why the Moon landing was important KP2h Know who Helen Sharman is and why she is important KP2i Know who Matthew Henson was and why he is important	What was life like in Early Britain? KP3a Know what an archaeologist is and what they do. KP3b Know that pre-history is broken up into different time periods and can recall some of the names. KP3c Know that cave paintings are important evidence from prehistoric times. KP3d Life changed from hunter gatherers to farmers through to larger societies. KP3e Know that Stonehenge and Skara Brae are prehistoric monuments and can recall some facts KP3f Know why people began to live in hillforts and why tribal kingdoms began to form. Who were the Anglo Saxons? KP3g Know that the Anglo Saxons were a large group of people made up of 3 different tribes. KP3h Know which countries the Anglo Saxons came from KP3i Know Anglo Saxons came after the Romans.	What have the Greeks done for us? KP4a Know that the Greek Empire was powerful in Europe from 800 BCE until 146 BCE. KP4b Know that many buildings in Nottingham reflect classical Greek architecture such as the Council House. KP4c Know that many English words have roots in the Ancient Greek language. KP4d Know that the first Olympic games were held period during the Ancient Greek KP4e know that The Greeks were the first to create a democracy and that we live in a democracy Were the Vikings really that bad? KP4f Can place The Vikings chronologically with the Romans and Anglo Saxons. KP4g Know the Vikings came from the Scandinavian countries of Denmark, Sweden and Norway KP4h Explain the reasons why the Viking came to Britain	Who stood up to the Romans? KP5a Know that around 2000 years ago Britain was ruled by tribes of people called the Celts. KP5b Know the Romans tried to invade Britain but failed. They successfully invaded Britain in 43AD KP5c Know that Roman soldiers were well equipped, had the best training and the best armour. KP5d Know the Celts were not always happy with the Roman rule and would fight back. KP5e know that Boudicca was a famous Celt warrior and leader of the Iceni tribe, who fought against the Romans What was the Golden Age of Islam? KP5h Know the importance of Baghdad in early Islamic Civilisation. KP5i know the countries that border Baghdad (Iran) and can locate them on a map KP5j Understand how the Silk Road opened up trade to the far east, making Islamic cultures powerful	Who built the pyramids? KP6a Know that the Ancient Egyptian civilisation lasted from around 3100BCE to 310BCE KP6b Can discuss the importance of the River Nile for farming and transport during the period. KP6c Can explain how simple technology (Shaduf) improved agricultural yields KP6d Can describe the process of embalming and mummification KP6e Knows about the Ancient Egyptian beliefs in many Gods, the importance of the afterlife and hieroglyphics KP6f Can explain how artefacts found in the Pyramids by Howard Carter have informed our understanding of how the Ancient Egyptians lived. What was the impact of the railways for the people of Nottingham? KP6g Will know how the railway network developed over time. KP6h Can explain points of view for and against the

			KP3j Discuss the reasons why the Anglo Saxon came KP3k Can find Anglo-Saxon settlements on a modern map by looking at their place names. KP3l Know that England began to change to the Christian religion during The Anglo Saxon period. KP3m Name Sutton Hoo as an important historical site of an Anglo Saxon burial.	KP4i Know the Anglo Saxons struggled for power with the Vikings, and eventually made agreements as to how they should live called Danelaw KP4j Know that Alfred the Great organised armies and burhs to protect the Anglo Saxons. KP4k Know that Danelaw divided England into laws made by Vikings and laws made by the Anglo- Saxons	KP5k Can place 'The Golden age of Islam' on a timeline and can compare with other societies at the time. KP5l Can discuss the House of Wisdom and name some of the philosophical, mathematical, scientific and medical inventions of the time Berridge Then and Now, which is best? KP5m Know how the School buildings and grounds and local area have changed in the last 150 years KP5n Know how the school has developed since Victorian times, including the addition of an air raid shelter during WW2 and becoming a primary school in 2013	growth of the railways during it's peak growth in 1800's KP6i Know how Nottingham changed as a result of the Railways KP6j Can use maps to explain the growth and decline of the Railways since Victorian times. KP6l Can identify features in the local area that give clues to its industrial past. (such as clock tower at Victoria centre)
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