



By the end of Reception, pupils will know and be able to:

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.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

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, characters and events encountered in books read in class and storytelling.

By the end of year 1 pupils will know and be able to:

- recognise similarities and differences between ways of life in different periods
- understand that transport has changed over time and is still changing and developing.
- begin to develop an understanding of the chronology of transport inventions
- begin to have an idea of past, present and future especially in relation to transport
- develop an awareness of the past and use appropriate vocabulary
- understand some of the ways in which we can obtain information about the past
- recognise significant historical events (invention of internal combustion engine, invention of space travel, first man in space, moon landings...)
- understand the different ways in which the past can be represented
- contribute to the class timeline showing changes in transport within living memory
- learn about events which were significant nationally or globally
- know where people and events fit within a chronological framework
- recognise how the work of David Attenborough has impacted the world today
- understand how society has changed during the life of David Attenborough

By the end of year 2 pupils will know and be able to:

- identify differences between places from different times
 - identify questions about the great fire of London
 - find answers to questions about the great fire of London
 - place events in chronological order
 - empathise with the way of life of people in the past and how they felt during the fire.
 - know how people lived during the great fire of London
 - recognise why people did things, why events happened and what happened as a result of using an eyewitness (Samuel Pepys)
 - know about the significant people from history of Britain Samuel Pepys
 - use knowledge and understanding of the great fire of London to make up the dramas.
 - write a diary as an eye witness to the great fire.
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- know about significant people from history of Britain - Guy Fawkes.
 - know about significant people from history of Britain – Florence Nightingale
 - know about people’s way of life in the distant past – Florence Nightingale
 - know about significant people from history of Britain - Mary Seacole.
 - compare aspects of life in different periods – Edith Cavell and Florence Nightingale
 - understand who Louis Braille is and why he is famous
 - know about significant people from history of Britain - Grace Darling
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- investigate the seaside now
 - understand how clothing changes at the seaside
 - know about the entertainment available at the seaside
 - know how we got to the seaside
 - recognise that some things stay the same and some things change
 - create a timeline of holiday pictures past and present
 - write about each period history at the seaside.

By the end of year 3 pupils will know and be able to:

- understand what humans needed for survival in the Stone Age
 - understand what was found at Skara Brae and why it is important
 - understand what copper mining meant to the people of the Bronze Age
 - understand how evidence about Stonehenge can give us different answers about the past
 - understand how and why hillforts were developed in the Iron Age
 - understand how evidence about Druids can give us different answers about the past
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- understand how artefacts were used in Ancient Egypt
 - understand what things held significance to people in Ancient Egyptian times
 - understand and explain the ritual of mummification
 - understand how evidence can give us different answers about the past
 - understand how hieroglyphs were used.
 - understand the similarities and differences between hieroglyphs and English.
 - Understand the powers of different Egyptian gods.

By the end of year 4 pupils will know and be able to:

- build on existing knowledge about the Anglo-Saxons
 - describe where, when and why the Anglo-Saxons invaded Britain
 - explore Anglo-Saxon place names
 - describe life in a typical Anglo-Saxon Village
 - analyse and describe Anglo-Saxon artefact.
 - explore Anglo-Saxon worship
 - understand the Anglo-Saxon conversion to Christianity
 - create a time and a key events in the Anglo-Saxon Britain.
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- know who the Romans were and the extent of their empire
 - understand the duration of the Roman Empire and the extent of its technology
 - understand Roman inventions
 - understand where Romans came from
 - understand about Roman life
 - understand the differences between transportation in the time is it Rome and transport today
 - understand how archaeology is used to search ancient items
 - use artefacts to understand the uses of them
 - create a fact file of knowledge about the Romans.
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- create a timeline of key events in African history
 - explain the key events in the Kingdom of Benin
 - understand the lives of people in the Kingdom of Benin
 - find out about how the Oba lived.
 - know about the Gods that the people of Benin worshipped.
 - describe and explain the beliefs of people in Benin
 - investigate the past using a range of sources
 - use different sources to understand Benin culture
 - explain the rise and fall of the Kingdom of Benin

By the end of year 5 pupils will know and be able to:

- understand what life was like before the Vikings came.
 - establish a timeline of the Anglo-Saxon and Viking era.
 - understand who the Vikings were and why they raided.
 - understand how the Vikings invaded and began to settle.
 - recognise the Viking gods.
 - understand how a Viking takeover was avoided.
 - form an opinion on whether King Alfred deserves to be called great (articulate and justify answers, arguments and opinions).
 - find out how and when England became a unified country.
 - know how and when the Anglo-Saxon the Viking era came to an end.
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- introduce Greece today and in ancient times.
 - place the ancient Greek civilisation in time.
 - know that the ancient Greek civilisation occurred 'Before Christ'.
 - know that ancient Greece consisted of city states.
 - identify features of life in Athens and Sparta.
 - know what is meant by democracy.
 - know some of the names of Greek gods and goddesses and to know their role in Greek life.
 - know some of the beliefs and religious practices of the Greeks.
 - be able to compare Greek beliefs with other cultures.
 - recognise ancient Greek pottery as a primary historical source.
 - infer information about Greek warfare from pots as a primary source.
 - understand the significance of the Battle of Marathon.
 - understand the role of theatre in Greek life.
 - understand the influence of the Greek language on English today.
 - understand the contribution of some famous Greek thinkers.
 - understand the influence of Greek architecture.
 - compare the ancient and modern Olympics.
 - reflect on the influence of the Ancient Greeks
 - understand what the Domesday Book is and why it was created
 - understand how past events have affected the local area in present day

By the end of year 6 pupils will know and be able to:

- recognise the significance of Rosa Parks
 - recognise the significance of Mary Seacole
 - recognise the contributions of the 'Windrush Generation'
 - order British monarchs since 1066
 - recognise the significance of Henry VIII
 - recognise the significance of Queen Victoria
 - recognise the significance of Elizabeth II
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- understand how and why the war started.
 - Recognise the characteristic features of the Blitz and what type of area was most likely to be affected.
 - Recognise the effects of air raids.
 - understand where bombing raids took place.
 - Identify different methods people used to protect themselves.
 - Identify the precautions were put in place to support the war
 - To know about the causes of evacuation.
 - Consider the experiences and feelings of evacuees, from a wide range of information sources.
 - understand the role of propaganda
 - Understand why rationing was necessary and what was rationed.
 - Recognise the role of women during war time.
 - Recognise how the war affected children in different ways
 - Understand how the war affected people's everyday lives