

EYFS

Know some things that happened to me in the past.
Talk about past and present events in their own lives and in lives of family members

Key knowledge: Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow.

I can: with my teacher, look at books to help me find out about the past, listen to stories about the past, answer questions about events using 'before' and 'after' to describe when something happened.

Year 1

Changes within living memory focusing on changes that occurred during the lifetime of Queen Elizabeth II, the local area, families and school

Key Knowledge: Know who Queen Elizabeth II was and changes that occurred in her lifetime in areas such as transport, toys and fashion. Know how their local area, family and school have changed over time. Describe how life in Bestwood and the wider area is different today from the past. Understand that things change over time and identify what might change in the future.

I can: sort events and objects from the past into groups. Sequence events in own lives. Sequence a few artefacts from different periods of time. Interpret a very simple timeline. Find answers to simple questions about from the past by questioning first-hand sources.

Year 2

Significant events beyond living memory — The Great Fire

Key knowledge: Know the sequence of events that took place during the build up to, and the day of the Great Fire of London. Understand contributing factors to the Great Fire. Understand the reasons for the celebration of bonfire night. Know about day to life during the reigns of Elizabeth I and Queen Victoria and make comparisons between them.

I can: understand and interpret simple timelines. Sequence photographs, images and artefacts from different periods of time. Recognise why people did things and why events happened. Identify differences between ways of life at different times.

Significant individuals who have contributed to national achievements

Queen Elizabeth I
Queen Victoria

Britain's settlement by Anglo-Saxons and Scots

Year 4

The Roman Empire and its impact on Britain.

Changes in Britain from the Stone Age to the Iron Age

Year 3

Key knowledge: Know some of the reasons behind the fall of the Roman Empire. Know about the Scots invasion of northern Britain from Ireland. Understand some of the reasons behind the migrations of the Angles, Saxons and Jutes. To have knowledge of some of key facets of Anglo-Saxon life including clothing, housing and diet. Have an overview of where and when the earliest civilisations appeared. Know about aspects of day to day life in Egypt including food, clothing and housing. To understand Egyptian beliefs on the afterlife including mummification, funeral rituals, tombs and pyramids. To understand the importance of the River Nile and its influence on Egyptian culture.

I can: Place the time studied on a timeline. Continue to improve my understanding of terms including BCE and CE. Use evidence to reconstruct life in the time studied. Identify key features and events of the time studied. Look at evidence and begin to evaluate the usefulness of different sources.

Key knowledge: Understand aspects of life during the various stages of the Stone Age including how clothing tools shelter and art developed. Understand how the discovery of farming and agriculture forever changed the nature and way of life of humans. Know and describe changes in housing, clothing, farming, religion and warfare that occurred as time progressed through the Bronze and Iron Ages. Understand the origins and extent of the Roman Empire at the time of the successful invasion of Britain in 43AD. Know about various aspects of Roman life including warfare, and the influence and legacy these had on Britain.

I can: Begin to understand more complex terms such as BC and AD. Use dates and terms related to the period studied and the passing of time. Sequence several events or artefacts. Compare the period studied with our lives today. Begin to understand, identify and give reasons for different ways in which the past represented. Distinguish between different sources when comparing different versions of the same event. Use a range of sources to find out about a period.

Ancient Egypt

Year 5

The Viking and Anglo-Saxon struggle for England until 1066.

Ancient Greece

Year 6

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II

Study on a non-European society that provides contrasts with British history – Benin c.900-1300AD

A local history study– Nottingham Castle and its place in national history

Key Knowledge: To know where the Vikings came from, the chronology of their raids and the form they took. Know some of the reasons the Viking settled in Britain. To understand some aspects of Viking culture and day to day life. To learn about Alfred the Great, Athelstan and Edward the Confessor and their resistance. To have understanding of why Greek and Athenian culture have had such a lasting impact on western society. To know about day to day life in Greece.
I can: Use relevant terms and period labels when talking about time studied. Make comparisons between different times in the past. Examine causes and results of great events and their impact on people. Begin to identify primary and secondary sources. Offer some reasons as to why events may be portrayed differently.

Key knowledge: Have an overview of the chronology of the build up to WW2 and key events from WW1 through to 1939. Understand what life was like for the majority of people prior to WW2 and how this was then impacted by the war for various groups. Identify the role of propaganda in WW2. To know how the chronology of the Benin civilisation fits with the other periods of history previously learned about. To understand the differences between life in Benin society and those of people living in Britain at the time. Know legacies of the people of Benin.
I can: Sequence up to 12 events on a timeline. Find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings. Remember key dates, characters and events. Use a range of sources to find out about the past. Bring knowledge gathered from several sources together into a fluent account.