

HISTORY End of year statements for ARE pupils								
Skills, knowledge and understanding	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Time/ chronology	Talk about my immediate family and experiences that I have had.	Know my place in my family and understand that events happened before I was born	Understand the concepts of past, present, future and be able to use simple vocabulary to describe the passing of time e.g. long ago, now, then etc. Place key events on a simple time line e.g. their lives	Know that the further we go back in time, the more different life was Be able to locate time periods and place them on a timeline	Be able to recognise the difference between AD and BC. Start to apply this knowledge to a timeline. Show a developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	Dividing the past into different time periods within a topic including BC and AD. Demonstrate historical knowledge relating to time and chronology e.g. knowing some key dates.	Be able to place time periods from one topic within a timeline of another (e.g. Egyptians and Romans)	Create from memory a timeline using dates, details and eras previously studied and be able to put new historical topics onto the timeline.
Everyday life – similarities and differences	To understand the terms 'old' and 'new'.	To compare and contrast the past and present and describe and ask questions about old and new.	Compare and understand key differences between their everyday life and life in the past e.g. that of their grandparents.	Look at a theme and compare and contrast with today. Describe and understand key aspects of everyday life in different time periods.	Describe what life was like in the past and be able to compare with their own.	Research and present information about two periods of history identifying similarities and differences between them.	Identify connections and contrasts between two periods of history and begin to develop a historical perspective using appropriate historical terms.	Compare an aspect of life in different key period of time. Draw contrasts and identify trends in two or more periods of history to improve historical perspective.
Sources and evidence – historical enquiry	To share books featuring characters from the past.	To know that you can find out information from different sources, for example books, internet.	Know that photos and people's memories can help us learn about the past and use to answer questions about an event beyond living memory. Explain how specific artefacts help us learn about the past	Recognise the importance of real sources and evidence to help us understand events in the past. Build a bigger picture of a historical period using a range of source material e.g. photographs.	Choose the most important source materials for a task, showing awareness of a range of sources. Explain how we can use artefacts to help us understand the past.	Use a range of source materials to answer questions about the past that go beyond simple observations. Describe how different types of evidence tell us different things about the past.	Be able to devise historically valid question about change, cause, similarity, difference and significance. Understand why contracting arguments and interpretations occur.	Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information. Acknowledge different perspectives including bias.
Historical change including local history	To talk about their own past experiences.	To make observations or find information about different locations and places.	Describe the life of a person in history. Describe physical changes in our local area e.g. houses	Know the importance of a significant individual in history and the reason for their fame. Explain why there have been physical changes in our local area.	Explain how a significant person or invention from a period influenced change. Describe how national change or event affected the locality.	Explain how significant historical figures contributed to national and international achievements. Be able to describe the positive or negative impact of changes	Describe how a significant individual or movement has influenced the UK or wider world.	Describe how their own lives have been influenced by a significant individual or movement. Use your knowledge of historical change to predict what might happen in the future both locally and nationally.

Cycle A					
<p>Autumn</p>	<p>All about me To talk about who they are and who they live with</p> <p>Let's celebrate To talk about their past life experiences, for example birthdays</p>	<p>All about me To talk about members of their family and the relationship to them e.g. Mum, Dad.</p> <p>Let's celebrate To find out about key historical events and why and how we celebrate today</p>	<p>Land Before time Know that Dinosaurs lived in the past. Learn about Mary Anning and understand how her work has helped us to understand the past. Learn about the changes in history, beyond living memory that made the dinosaurs extinct. <i>Fossil, mammal, reptile, amphibian, insect, carnivore, omnivore, herbivore, map, prehistoric</i></p> <p>Victorians Learn about the past through toys eg: Own, parents, grandparents and Victorian. Use artefacts to answer simple questions about the past eg Victorian school, Victorian childhood and Victorian Christmas. Learn about the life and achievements of Florence Nightingale. <i>British, chronology, coronation, British Empire, reign, royal, future, material, compare, portrait</i></p>	<p>Stone Age, Bronze Age, Iron Age Show a developing understanding of chronology by beginning to realise that the past can be divided into different periods of time eg: Stone Age. Be able to recognise the difference between AD and BC by comparing previous learning eg: Victorians to Stone Age Describe what life was like in the past and be able to compare this with their own eg: food, farming, life of a child. Explain how we can use artefacts to help us understand the past. <i>Artefact, archaeologists, artefact, Neolithic, BC, chronology, tribal, hunter, shelter, civilisation, settlement, primitive, gatherers, tribe, Skara Brae, extinct, agriculture, evolving, adaptation, nomad, paleolithic, mesolithic</i></p>	<p>Ancient civilisations - Mayan Civilisations c900 Describe how a significant movement (Mayans) has influenced the UK or wider world. Be able to place time periods from one topic within a timeline of another. Be able to devise historically valid questions about change, cause, similarity, difference and significance. Understand why contracting historical arguments and interpretations occur – consider effectiveness of artefacts and sources. <i>Maize, Hieroglyphics, priest, pyramid, astrology, city-state, astonomy, calendar, codex, archaeologist, stelae, glyphs, Chichen Itza, cenote, Huipil, sacrifice, El Castillo, Tikal, Mesoamerica, Pof-tapok, Xocolat, atole</i></p>
<p>Spring</p>	<p>Dungeons and Dragons To share stories featuring characters from the past</p> <p>All Creatures great and small To begin to understand how to sequence two events</p>	<p>Dungeons and Dragons Compare and contrast characters from stories, including figures from the past</p> <p>All Creatures great and small To order experiences that have happened to them and in stories they have read.</p>	<p>Scented garden – Arboretum Park (Geography focus) Compare the local area, use sources and stories of adults talking about and how it has changed over the last 50 years, 100 years <i>Aerial, forest, branch, bulb, stem, evergreen, deciduous, blossom, petals, trunk</i></p> <p>Inspirational people - scientists Learn about the lives of inspirational scientists eg: Dr Hayat Singh, Katherine Johnson, Sir Isaac Newton, Sarah Gilbert. Learn how Use stories to encourage chn to distinguish between fact and fiction. <i>Biotechnologist, medical scientist, Saudi Arabia, scientist, NASA, space, covid, vaccine, computers, maths, calculations, physics, gravity, law of motion</i></p>	<p>Ancient civilisations - Ancient Egyptians Show a developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. Locate the Ancient Egyptian period on a timeline, using AD and BC to plot other periods studied eg: stone age, Victorians. Describe what life was like in the past (Ancient Egypt) and be able to compare with their own. Explain how we can use artefacts to help us understand the past. Study Howard Carter and understand how his work developed our understanding of this period of history. <i>Pyramid, Pharaoh, tomb, mummification, Visier, scribe, River Nile, embalmers, sarcophagus, ancient, tomb, Cairo, Tutankhamen, scarab, preserve, Sphinx, amulet, papyrus, embalm, canopic</i></p>	<p>A Child's War Learn that WW2 is a period of history within living memory. Understand the impact this period of history had on the lives of British people (particularly in Derby and of children). Identify connections and contrasts between two periods of history (now and in WW2) eg; life of a child, food, leisure. Begin to develop a historical perspective using appropriate historical terms and devise historically valid questions about change, cause, similarity, difference and significance. Understand why contracting arguments and interpretations occur and how artefacts and sources influence this. <i>Liberate, evacuee, evacuation, Kindertransport, Auschwitz, genocide, Holocaust, concentration camp, Luftwaffe, camouflage, refugee, appeasement, aviation, conscription, rationing, propaganda, Judaism, swastika, allies, surrender, ration, religion, military, invasion, blackout, Blitz, Nazi, air-raid, host family, occupied, allotment, register</i></p>
<p>Summer</p>	<p>How does your garden grow? To use the words 'now' and 'next'</p> <p>The seaside</p>	<p>How does your garden grow? To use the language of time when talking about past and present events</p> <p>The seaside To compare</p>	<p>Land Ahoy! Learn about the past through people's stories of the sea and pirates. Discuss the reliability of photos/ accounts/ stories. Learn about famous female pirate Anne Bonny and how she influenced historical opinion. <i>European, United Kingdom, senses, calf, elbow, brain, country, capture, landmark, continent</i></p> <p>The Circus</p>	<p>Significant themes in British History from a local interest point of view – Henry VIII, religion and Tutbury Castle (Geography focus) Understand that the past can be divided into different periods of time. Describe what life was like in the past and be able to compare with their own with a particular focus on religion, rights and the changes made during Henry VIII's reign. Explore and show awareness of a range of sources. Explain how we can use artefacts to help us understand the past. Explain how a significant</p>	<p>Extreme Environments – conservation and water (Geography focus) Learn about the life of Charles Darwin, his classification of animals and how his work has influenced our knowledge today.</p>

	<p>To spend time talking about photographs and memories</p> <p>Now, next, family, family members names, mum, dad, brother, sister, past, before, events, then, before, sequence, first, last, then, before</p>	<p>and contrast the past and present and to describe and ask questions about old and new. To notice similarities and differences independently and talk about these.</p> <p>History, past, celebrations, Festivals, day, week, first, last, then, next, days of the week – names, changes, same, different, grow, older, old, new, past, present, now, first, then, next, after that, finally, events, sequence</p>	<p>Describe memories of key events in own life and within living memory. Learn how the circus has changed over the last 100 years, both in design and popularity. Relate to British Values.</p> <p>Acrobat, trapeze, animals, risk taking, past, future, unicycle, magician, clowns, individual liberty, ringmaster, juggler, mutual respect, tolerance,</p>	<p>person (Henry VIII) influenced change. Describe how national change or event affected the locality with a focus on Tutbury and Mary Queen of Scots.</p> <p>Britain, Norway, Normandy, crown, victory, defeat, Bayeux, invasion, motte, bailey, castle, spear, lance, mace, squire, chain-mail, census, Baron, cavalry, Domesday, feudalism, heir, housecarls, knights, rebellion</p>	
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Cycle B					
Autumn			<p>Knights and Castles Recognise why people invaded Britain, why events happened as a result. Identify differences between ways of life at different times. <i>Moat, turret, battle, drawbridge, fortress, armour, sword, shield, knight, dungeon, portcullis, battlement, catapult, horse</i></p> <p>Great explorers (Geography focus) Learn about great explorers in history eg: Amelia Earhart and understand the influence they had on the world. Sequence events in their life. Sequence 3 or 4 artefacts from different periods of time. <i>Germs, hygiene, aviator, north, south, east, west, compass, globe, atlas</i></p>	<p>The Roman Empire and its impact on Britain Learn when the Roman empire was at its most powerful including the invasion of Britain, be able to plot this on a timeline with a understanding of AD and BC. Describe what life was like in the Roman times and be able to compare with their own eg: leisure time, children, inventions, key people. Explain how life today, in the UK and wider world, has been influenced by the Roman invasion. Explain how we can use artefacts to help us understand the past and choose the most important source materials for a task. <i>Amphitheatre, aqueduct, barbarian, basilica, chariot, forum, Fortuna, gladiator, legion, mausoleum, mosaic, myth, Neptune, sewage, sewers, underworld, Emperor, empire, conquer, conquest, senate, republic, legionary, centurion, ruler, betrayal, politician, Celts, invade, romanisation, volcano, volcanic, eruption, Pompeii</i></p>	<p>Europe including focus on Ancient Civilisations - Ancient Greeks Learn when the Ancient Greeks were alive, compare this to other topics they have studied, by plotting on a timeline. Identify connections and contrasts between two periods of history (Greece today and in Ancient times) and begin to develop a historical perspective. Devise historically valid question about change, cause, similarity, difference and significance. Understand why contracting arguments and interpretations occur. <i>democracy, Acropolis, Apollo, philosophy, civilisation, oracle, Zeus, temple, Mount Olympus, column, city-state, Parthenon, Marathon, citizen, alphabet, tragedy, aristocrat, mythology, column, Athenian, Spartans, plagues, truce</i></p>
Spring			<p>Splendid skies Learn about 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 <i>Equator, astronomy, kaleidoscope, earth, insulator, physical, national, international, waterproof, transparent</i></p> <p>Local wonder Recognise the difference between past and present in their own and others' lives. They know and recount episodes from stories about the past. The lives of significant individuals in the past who have contributed to national and international achievements. <i>Germination, pollination, liquid, mature, vegetation, dispersal, nutrients, male, female, fertilisation</i></p>	<p>Significant themes in British History from a local interest point of view; Rivers and cities – Derby and London Show a developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. Describe what life was like in Derby in the past and be able to compare with their own. Describe how national change or event affected the locality. Make the same comparisons on London by choosing the most important source materials for a task. Explain how we can use artefacts to help us understand the past. Explain how a significant person or invention from a period influenced change. <i>tributary, urban, mouth, source, ox-bow, River Trent, River Thames, capital, trade, population, tourism, industrial, Houses of Parliament, Westminster, stream, estuary</i></p>	<p>Brazil – Rainforests (Geography focus) Learn about the changing face of Rainforests due to deforestation. Learn about the impact of indigenous humans, endangered animals and plants.</p>
Summer			<p>Great Fire of London Learn about the events surrounding the GFOL. Compare 2 versions of a past event, including Samuel Pepys diary. Use a source or handle sources to answer questions about the past on the basis of simple observations. <i>Famous, bakery, devastation, fire break, mechanism, complex, pulley, globally, inferno, parliament</i></p> <p>Robin Hood and Sherwood Forest</p>	<p>Significant themes in British History from a local interest point of view - Norman Conquest - feudal system Be able to identify the chronology associated with the Norman period, in particular the Norman Conquest. Describe what life was like in the past and be able to compare with their own; focus particularly on childhood, contrast between the lives of rich and poor. Choose the most important source materials for a task, showing awareness of a range of sources. Explain how we can use artefacts to help us understand the past eg: Bayeux</p>	<p>British settlements by Anglo Saxons and Scots. The Viking and Anglo Saxon struggle for the kingdom of England Be able to place time periods from one topic within a timeline of another. Identify connections and contrasts between two periods of history (then and now) and begin to develop a historical perspective using appropriate historical terms. Be able to devise historically valid question about</p>

			<p>Use stories to encourage children to distinguish between fiction and non fiction. Find answers to simple questions about the past.</p> <p>Robin Hood, merry men, Nottingham, Sherwood forest, medieval, Maid Marian, Sheriff, poor, rich, hero, villain, archery</p>	<p>Tapestry Explain how a significant person or influenced change – William the Conqueror.</p> <p>Britain, Norway, Normandy, crown, victory, defeat, Bayeux, invasion, motte, bailey, castle, spear, lance, mace, squire, chain-mail, census, Baron, cavalry, Domesday, feudalism, heir, housecarls, knights, rebellion</p>	<p>change, cause, similarity, difference and significance. Understand why contrasting arguments and interpretations occur.</p> <p>Invader, conquest, raid, barbarian, pillage, navigation, foreign, anvil, descendants, expedition, Norsemen, realm, Valhalla, warrior, pagan, rune, archaeologist, exile, fortify, treaty, settlements, monastery, society, paganism, Christianity, conquer, kingdom, Scandinavia, conversion</p>
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