**EYFS**

* I can talk about the lives of the people around them and their roles in society.
* I can describe some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* I can begin to understand the past through settings, characters and events encountered in books read in class and storytelling.

**Year 1**

Toys

* I can describe features of different toys.
* I can recognise old and new toys.
* I can use words relating to the passing of time.
* I am beginning to question and debate the reliability of sources.
* I can compare two toys from different time periods, identifying similarities and differences.

Significant Events

* I can say how the fires of London and Nantwich started.
* I can tell you the years that the fires started.
* I can name significant people in these events.
* I can compare the two fires and describe how they spread.

**Year 2**

Autumn

* I can use common words and phrases relating to the passage of time, such as ‘now’, ‘then’, ‘new’, ‘when’ and ‘old’.
* I can name an explorer and explain why they are remembered.
* I know the similarities, differences and changes of communication.
* I know using a timeline the sequence of the how the telephone has developed to the present day.
* I know who Florence Nightingale is and how she changed hospitals.
* I can ask and answer historical questions about significant people.

Summer

* I can use common words and phrases relating to the passage of time, such as ‘nowadays’, ‘in the past’, ‘previously’.
* I can identify a range of similarities, differences and changes to our holidays.
* I can compare how people get to the seasides in the past and v’s now.
* I can recognise artefacts and activities linked to seasides in the past.
* I can use stories and other sources to know and understand the past.
* I know the changes of holiday clothing over time.

**Year 3**

Stone Age to Iron Age – Autumn Term

* I can describe early humans and their use of tools
* I can describe the movements of early humans
* I can describe what a Hunter-Gatherer is
* I can describe the changes in civilisation due to the onset of farming
* I can describe the diet of early humans

The Romans and Their Effect on Britain

* I can understand why the Romans invaded Britain
* I know the scale of the Roman Empire
* I know that The Romans tried to invade Britain several times before finally settling
* I can identify and describe some of the legacy left by The Romans in Britain
* I can describe daily life in a Roman Town
* I can describe the events in Colchester involving Boudicca
* I can describe why The Romans left Britain

Local History including The Battle of Nantwich

* I can describe why Nantwich was an important town throughout history
* I can describe the events leading up to the Battle of Nantwich and its place in the English Civil War
* I can name the leaders of each side in the battle
* I can identify why some Nantwich streets are named as they are
* I can investigate what Nantwich looked like in the past

**Year 4**

Anglo-Saxons - Autumn Term

* I can describe what an Anglo-Saxon is
* I can identify where the Anglo Saxons invaded and settled
* I can identify why the Anglo Saxons wanted to settle in Britain
* I can identify the Anglo-Saxon kingdoms
* I can recognise Anglo Saxon place names are on a map and I know the meaning behind these words
* I can describe an Anglo-Saxon village
* I can name some Anglo-Saxon Gods
* I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England
* I can describe Anglo Saxon food and drink and can compare these to modern day

Egyptians - Summer Term

* I can point out where Egypt is on a map.
* I can describe when the ancient Egyptians lived.
* I can decide what an artefact might have been used as
* I can use pictures to find out information about life in ancient Egypt.
* I can explain why the River Nile was essential to survival for the ancient Egyptians.
* I can compare life in ancient Egypt to my own life.
* I can find out about some of the most famous Egyptian pharaohs
* I can explore the meaning of symbols associated with the pharaoh​s
* I can explain the ancient Egyptian ritual of mummification.
* I can explain why the Ancient Egyptians built the pyramids
* I can retell the key events of the Tutankhamun discovery story.
* I can write my name or messages in hieroglyphs.

Year 5

The Ancient Greeks

* I can order a number of significant events from ancient Greek times on a timeline.
* I can identify some of the impacts of Alexander the Great’s Empire.
* I can research and describe some key features of the everyday lives of people living in ancient Greece.
* I can name some similarities and differences between life in ancient Athens and life in ancient Sparta.
* I can answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources.
* I can make some comparisons between the modern and ancient Olympic Games.

The Changing Power of Monarchs

* I have a chronological understanding of which monarch reigned in relation to another.
* I can understand the importance of the Magna Carta.
* I can explain how different monarchs achieved, secured and continued to exact power on the UK by looking at royal behaviours from the past and considering the impact of these on how we live today.
* I can describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country.
* I can understand how new laws are decided in the U.K.

Victorian Britain

* I can understand why the UK was such a powerful nation in the Victorian era.
* I can use primary and secondary sources to learn about Victorian life.
* I can understand what life was like in a Workhouse
* I can describe the different factors which contributed to the Birth of the Industrial Revolution
* I can identify key inventions from the Victorian Era

Year 6

Finding Out About the Past (Enquiry)

* I can select, combine and present information from more than one source (identify both primary and secondary)
* I can make a reasoned judgement about the validity of the different representations of the past
* I can recognise some of the strengths and limitations in terms of archaeological evidence

Finding Out About the Past (Chronology)

* I can place civilisations and events on a timeline showing an understanding of the terms BCE and CE
* Compare and contrast features of historical periods identifying similarities and differences
* Describe and analyse the impact of change within and between periods in the past

Historical Events

* I can identify the impact of events on different groups within society at that time (WW2 British evacuees/refugee children of the Kindertransport).
* I can describe features of past events and make links between them.
* I can interpret and evaluate a key historical event from more than one perspective or viewpoint (evacuation/Kindertransport).
* I can support evaluations with a range of evidence from a range of sources

Lifestyles of People in the Past

* I can compare and describe the characteristics of a range of significant groups from the past, e.g. Ancient Maya
* I can talk about the impact of change on past societies, e.g. migration on economic grounds, displacement
* I can compare and analyse the factors that caused change in the past
* I can describe and give reasons for the beliefs held by different societies in the past.
* I can compare and contrast the distinctive features of past societies

Significant Historical People

* I can use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period
* I can use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods. (Darwin/Anning/Linnaeus/Sir N.Winton/Catherwood)