

<b><u>Nursery</u></b>		
<b><i>Talk about the lives people in the past and the roles of people in society</i></b>	<b><i>Listen and comment on people and events and describe changes over time</i></b>	
<b><i>I can retell a simple past even in correct order</i></b> <b><i>I can remember and talk about significant events in my own experience</i></b> <b><i>I can question why things happen</i></b> <b><i>I can understand and use vocab such as how, why, because.</i></b> <b><i>I can use and understand vocab such as I can see, i saw, different, same, change, what happened.</i></b>		

**Reception**

***Talk about the lives people in the past and the roles of people in society***

***Listen and comment on people and events and describe changes over time***

***I can talk about past and present events in my own life and in the lives of family members***  
***I can remember and talk about significant events in my own experience***  
***I can answer how and why questions about experiences and in response to stories or events.***  
***I can make observations and explain why some things happen, and talk about change.***  
***I can use and understand vocab such as I can see, i saw, different, same, similar.***

<u><i>Class 2A</i></u>		
<u><i>London's Burning</i></u>	<u><i>Dungeons and Dragons</i></u>	<u><i>Nurses</i></u>
<i>I can place events in order on a timeline</i> <i>I can use different sources to answer questions</i> <i>I can talk about similarities and differences between 2 time periods</i>	<i>I can label timelines with pictures and words</i> <i>I can talk about how people find out about the past</i> <i>I can recognise that some forms of evidence are more reliable than others when finding out about the past</i>	<i>I can use dates to talk about people from the past</i> <i>I can talk about how things have changed</i> <i>I can research the life of a famous person from the past</i>
<i>I can use and understand vocab including: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods.</i>		

KS2

<u><i>Class 3 Year A From Stone Age to Iron Age</i></u>
<ul style="list-style-type: none"> <li>• <i>Know how Britain changed between the beginning of the Stone Age and the Iron Age</i></li> <li>• <i>Know the main differences between the Stone, Bronze and Iron ages</i></li> <li>• <i>Know what is meant by 'hunter gatherers'</i></li> <li>• <i>Place the time studied on a timeline</i></li> <li>• <i>Sequence events of artefacts</i></li> <li>• <i>Use dates related to the passing of time</i></li> </ul>

- *Look at representations of the period*
- *Communicate knowledge through discussions, making models, writing.*

### *3A Romans*

- *Know how Britain changed from the Iron Age to the end of the Roman occupation*
- *Know how the Roman occupation of Britain helped advance British society*
- *Know how there was resistance to the Roman occupation and know about Boudicca*
- *Know about at least one famous Roman emperor*
- *Place the time studied on a timeline*
- *Use terms related to the period and begin to date events using BCE/CE*
- *Identify key features and events of the time studied*
- *Ask a variety of questions*
- *Recall, select and organise historical information*
- *Offer reasonable explanations for some events.*

### *3A Local History - Aldbury Village*

- *Begin to identify primary and secondary sources*
- *Compare a modern map of the village with older maps*
- *Begin to understand what has stayed the same and what has changed in the village (continuity)*
- *Begin to suggest reasons for change*
- *Know about the proximity of Ivinghoe Beacon and the ancient Ridgeway trail, and suggest reasons for how the settlement of Aldbury began and developed*
- *Be able to sequence some of the buildings in the village and place on a timeline*
- *Compare an aspect of life with the same aspect in another period eg. where did people work?*
- *Communicate knowledge through discussion, writing and artwork,*

### *Class 4 Year 1 The Maya*

- *1000 BCE- 1697CE*  
*Comparative study with Anglo-saxons (studied in YKS2)*
- *Simultaneous timeline to Ancient Greeks*
- *Know about the impact the Maya had on the world*
- *Know why they were considered an advanced society in relation to that period in Europe*
- *Sequence up to 10 events on a time line*
- *Find out about beliefs, behaviour and characteristics of the Maya*
- *Be aware that different evidence will lead to different conclusions*
- *Confidently use books and the internet to research*
- *Bring knowledge gathered from several sources in to a fluent account*
- *Select and organise information to produce structured work, using dates and appropriate vocabulary.*

#### *4A Local History (Victorian Tring)*

- *Know about the Rothschild family and their influence on Tring.*
- *Be able to place 5 key events of history of Tring on a timeline*
- *Suggest some questions of enquiry to research*
- *Compare maps of old Tring with maps of today*
- *Use photographs to show continuity of buildings in the town*
- *Know about the differences of how poor and rich people lived*
- *Communicate their findings to other people, as writing, presentation, etc.*