

Nursery (2 year olds)		
When?	Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	React to activities they have done in the past and what they may do in the future	I can react to activities I have done in the past I can react to activities I may do in the future
	Engage with photos from when they were a baby	I can engage with a photograph from when I was a baby
Autumn 2	Participate in activities linked to Remembrance Day	I can engage with a Remembrance Day activity I can listen to an adult talk about Remembrance Day events
	Participate in activities linked to Bonfire Night	I can engage with a Bonfire Night activity I can listen to an adult talk about Bonfire Night events
Spring 1	Participate in activities linked to Chinese New Year	I can engage with a Chinese New Year activity I can listen to an adult talk about Chinese New Year
Spring 2	Participate in activities linked to an artist from the past	I can engage with an activity linked to an artist from the past I can listen to an adult talk about an artist from the past
Summer 1	Engage with images of dinosaurs	I can engage with images of dinosaurs
Summer 2	Engage with images of seaside holidays from the past	I can engage with seaside holiday images from the past I can listen to an adult talk about images from seaside holidays from the past
	Engage with images of seaside holidays from the present	I can engage with seaside holiday images from the present I can react to an activity I have done in the past

Nursery (3-4 year olds)		
When?	Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	Talk about the things I have and haven't enjoyed doing in the past	I can talk about the things I have enjoyed doing in the past I can talk about the things I haven't enjoyed doing in the past
	Talk about what they are looking forward to in the future	I can talk about what I am looking forward to in the future I can talk about what I am looking forward to in my day
	Discuss photographs from a past experience e.g. past photographs taken of the forest area	I can talk about a photograph from a past experience I can talk about my own photographs from past experiences
	Talk about photographs from when they were a baby	I can talk about photographs from when I was a baby I can comment on others' baby photographs
Autumn 2	Engage in activities linked to Remembrance Day	I can engage in a Remembrance Day activity I can ask why/who/what questions about Remembrance Day
	Engage in activities linked to Bonfire Night	I can engage in a Bonfire Night activity I can ask why/who/what questions about Bonfire Night
Spring 1	Talk about their own personal interests and listen to those of others	I can talk about my own interests I can listen to the interests of others
	Engage in activities linked to Chinese New Year	I can engage in a Chinese New Year activity I can ask why/who/what questions about Chinese New Year
Spring 2	Engage in activities linked to an artist from the past e.g. Giuseppe Acrimboldo	I know Giuseppe Acrimboldo was an artist from the past I can listen to facts about an artist from the past
	Engage in activities linked to Easter Celebrations	I can engage in an Easter activity I can ask why/who/what questions about Easter
Summer 1	Discuss images of dinosaurs	I can talk about an image of a dinosaur I have observed
	Engage in activities linked to a key figure from the past e.g. Mary Anning, Jackson Pollock	I can talk about what was Mary Anning's job I know Jackson Pollock was an artist from the past
Summer 2	Engage with different ways of hearing/ seeing information from the past	I can listen to information about the past I can engage with photographs/pictures from the past
	Talk about images of seaside holidays from the past	I can talk about an image of a seaside holiday from the past I can engage with images of postcards of seaside holidays from the past
	Talk about images of seaside holidays from the present	I can talk about an image of a seaside holiday from the present I can engage with images of postcards of seaside holidays from the present

Reception		
When?	Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1	Talk about past and present events in their own lives and in the lives of their family	I can talk about past and present events in my life. I can talk about past and present events in the lives of my family.
	Sequence photos from different parts of life	I can sequence photos in order.
	Comment on images of emergency vehicles in the past	I can engage with images of emergency vehicles in the past. I can make comments on images of emergency vehicles in the past.
	Identify similarities and differences between myself and others	I can talk about myself and others. I can identify similarities and differences between myself and others.
Autumn 2	Describe events in my day/week	I can describe events in my day and week. I can describe events in my day and week in sequence.
	Explain that Remembrance Day is to remember soldiers who died in the war	I know Remembrance day is a day for reflection. I can explain that Remembrance day is to remember soldiers who died in the war.
	Identify some similarities and differences between things in the past and now	I can identify some similarities and differences between things in the past and now.
	Comment on images of the school from the past	I can engage with images of school from the past. I can comment on images of the school from the past.
Spring 1	Learn about a key figure from the past - Nelson Mandela.	I know Nelson Mandela is a key figure from the past. I can talk about why Nelson Mandela is a key figure from the past.
	Recognise there are multiple ways of retrieving information	I can recognise there are multiple ways of retrieving information.
Spring 2	Learn about an artist from the past - Henri Matisse	I know Henri Matisse is a key figure from the past. I can talk about why Henri Matisse is a key figure from the past.
	Comment on images of Easter celebrations from the past	I can engage with images of Easter celebrations from the past. I can comment on images of Easter celebrations from the past.
Summer 1	Compare and contrast characters from stories, including figures from the past	I can compare and contrast characters from stories.
	Identify key features of a castle E.g. turret, moat, drawbridge, and battlements.	I can identify key features of a castle. I can explain what a moat, turret, drawbridge and battlements is.
Summer 2	N/A	N/A

Year 1	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Cottages and castles)	
<u>Revision</u> (from previous year) Revise key features of a castle E.g. turret, moat, drawbridge, and battlements.	<u>Revision objectives</u> I can discuss what a castle is and where castles are usually found. I can identify that castles were built in the past. <u>I can understand why castles were built.</u>
Understand a timeline and create one about toys.	I can describe what a timeline is. <u>I can put different toys on a timeline.</u> I can discuss how toys have changed over time.
Compare present and past toys and how they've changed overtime	I can name toys we use today and toys from the past. I can place toys in order on a timeline. <u>I can use simple comparison words to show differences.</u>
Autumn 2	
Learn about Queen Victoria	<u>I can describe who Queen Victoria was.</u> I can put Queen Victoria's reign on a timeline. I can list key facts about Queen Victoria.
Identify and explain the importance of Remembrance Day?	<u>I can explain what Remembrance Day is.</u> I can identify when Remembrance Day is celebrated. I can name key events related to Remembrance Day.
Find out about Queen Elizabeth	<u>I can identify who Queen Elizabeth was.</u> I can find out key dates in Queen Elizabeth's life. I can talk about important events during Queen Elizabeth's time.
Compare Queen Victoria and Queen Elizabeth I	I can name the years when each Queen ruled. I can recognise that they reigned during different eras. <u>I can identify similarities and differences between the two queens.</u>
Spring 1 (Paws, claws and whiskers)	
Revise what made Nelson Mandela a key historical figure	<u>Revision objectives</u> <u>I can explain who Nelson Mandela was.</u> I can discuss a simple timeline of Nelson Mandela's life. I can identify at least 5 important facts about Nelson Mandela.
Spring 2	
Revise the life and works of Henri Matisse	<u>Revision objectives</u> I can explain what art is and why it is important to people. I can place/ discuss Henri Matisse's life events on a timeline.

	I can discuss key events in Henri Matisse's life.
Summer 1 (The Enchanted Woodland)	
Recognise how and why some people from the past are remembered and have legacy	<u>Revision objectives</u> I can explain what makes a person famous. I can recognise that throughout history there have been different famous people. I can name at least two famous people from different times.
Summer 2	
Who was Christopher Columbus?	I can understand that Christopher Columbus was an explorer. I can order Columbus' four main voyages. I can describe why Columbus went on his voyages.
Retell Christopher Columbus' journey	I can explain why people wanted to explore. I can discuss the main events of Columbus' main journey. I can identify places he discovered.
Explore the legacy of Christopher Columbus	I can identify what people thought of Columbus' exploration. I can discuss the impact of Christopher Columbus' exploration. I can explain why Columbus wanted to explore new lands.
Who was Neil Armstrong?	I can identify Neil Armstrong as an important person in space exploration. I can list important dates related to Neil Armstrong's life. I can describe his journey to becoming an astronaut.
Describe how Neil Armstrong is a strong influencer	I can explore what people thought of Neil Armstrong. I can put important events in order, after moon landing. I can list some things Neil Armstrong did in his life.
Compare Neil Armstrong to Christopher Columbus	I can identify places related to Armstrong (the Moon) and Columbus (the Americas). I can compare important dates. I can compare what each person achieved.

Year 2	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Light Up London)	
Revise toys from the past	I can discuss present and past toys. I can explain some changes in toys over time. I can explain why certain toys were popular during their time.
Create a timeline of the Great Fire of London?	I can recognise the Great Fire of London as an important. I can list the key events of the Great Fire in the correct order. I can identify some facts about the Great Fire of London.
Understand why the fire spread so quickly through the city	I can describe what London was like in 1666. I can identify reasons why the fire spread so quickly. I can explain in more detail one reason in particular.
Identify the firefighting methods in 1666 and compare to today	I can compare what life was like in 1666 with today. I can order key events related to firefighting methods. I can identify similarities and differences in firefighting methods in 1666 and today.
Identify different ways in which the past is represented? (Samuel Pepys' diary)	I can talk about different ways we learn about the past. I can put events from Samuel Pepys' diary in the right order. I can identify Samuel Pepys and say who he was.
Autumn 2 (Light Up London)	
Identify and explain the importance of Remembrance Day	I can explain what Remembrance Day is. I can explore the significance of Remembrance Day. I can describe why we wear poppies.
Explore old buildings in London	I can identify some significant, old buildings in London. I can place selected buildings on a timeline to show when they were built. I can discuss any major events that happened in or around these buildings.
Make comparisons of old/new buildings in London?	I can explore new and old buildings of London. I can compare the buildings. I can describe differences/ similarities between how new and old buildings are used.
Spring 1 (What's your super power?)	
Revise Queen Victoria, Queen Elizabeth 1 st and Queen Elizabeth 2 nd	<u>Revision objectives</u> I can explain who Queen Victoria and Queen Elizabeth I were. I can place the Queens on a timeline.

	I can describe important events during the reigns of each queen.
Find out about famous inventors of materials? (Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam)	I can identify what inventors do. I can identify some significant 'material' inventors from the past. I can find out why the inventions were useful.
Spring 2 (What's your super power?)	
Investigate inventors/inventions from the past e.g. first flight (Wright brothers), Tim Berners-Lee (www) & Grace Hopper (computer)	I can name some important inventors from the past. I can create a simple timeline. I can share important facts about each inventor.
Summer 1 (Let's explore our wonderful world)	
Revise christopher Colombus and neil armstrong	I can explain who Christopher Columbus and Neil Armstrong were. I can recognise the differences in time between each explorer's life. I can understand what made their achievements special.
Discuss significant events, people and places from the past? William the Conqueror	I can describe who William the Conqueror was. I can create a simple timeline for the Norman Conquest. I can discuss important events connected to William the Conqueror.
Discuss significant events, people and places from the past? Montezuma	I can describe who Montezuma was. I can discuss key events from Montezuma's life. I can explain some key achievements for Montezuma's life.
Summer 2 (Let's explore our wonderful world)	
Make comparisons between William the Conqueror and Montezuma	I can recognise what made William the Conqueror and Montezuma important leaders. I can describe the main achievements of William the Conqueror and Montezuma. I can explore similarities and differences between William the Conqueror and Montezuma

Year 3	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Ancient Antics)	
Revise The Great Fire of London	<u>Revision objectives</u> I can discuss how the fire developed in the correct order. I can explain how different people, (residents/ firefighters), experienced the fire. I can discuss how the fire destroyed buildings and led to changes in the city.
Prepare and cook a savoury dish popular with ancient civilisations	I can find out what kinds of food Ancient Egyptians ate. I can place Ancient Egyptian food in the timeline of history I can write a clear recipe with ingredients and cooking method
Explain who the Ancient Egyptians were	I can explain that the Ancient Egypt were a civilisation from the past I can identify when Ancient Egypt started I can share what people did in their daily lives
Identify and use an ancient form of writing	I can read and understand how hieroglyphs were used. I can compare the similarities and differences between hieroglyphs and English. I can write my name or messages in hieroglyphs.
Use historical sources to learn about Tutankhamun's discovery	I can describe who Tutankhamun was I can identify why his tomb was discovered I can list important facts and dates about Tutankhamun's life
Fieldwork	Tutankhamun Trip Explore the museum and the tomb of Tutankhamun
Describe the similarities and differences between my life and that of Ancient Egyptians	I can identify similarities between our lives to those during Ancient Egyptian times. I can identify differences between our lives to those during Ancient Egyptians times. I can compare my life today and people during Ancient Egyptian times.
Make a Scarab beetle based on my design	I can research and create a plan for a scarab beetle I can explain why the scarab beetle is important in ancient Egypt I can follow a plan and make a scarab beetle
Autumn 2 (Ancient Antics)	
Order key events of the Indus Valley Civilisation	I can place events of the Indus Valley Civilisation in the correct order on a timeline. I can identify at least five key events. I can add detail to each event
Identify key features of the Indus Valley Civilisation	I can show where the Indus Valley is on a map I can recognise the Indus Valley as an ancient civilisation I can recognise important aspects of the Indus Valley

Explore life in the Ancient Indus Valley	I can where the Ancient Indus Valley civilisation was on a map. I can explain about some of the artefacts that have been found. I can describe how people lived in the Indus Valley.
Make comparisons between Ancient Indus Valley and Ancient Egypt civilisations	I can identify main features of Ancient Indus Valley and Ancient Egypt. I can state the time periods when these civilisations existed. I can describe similarities and differences between the civilisations with examples.
Generate ideas and develop a design for a papyrus boat	I can learn key facts about the types of Ancient Egyptian boats. I can learn key facts about the construction of Ancient Egyptian boats. I can understand why boats were important to the Ancient Egyptians.
Follow my plan to make a papyrus boat	I can describe what papyrus is and how it was used in the past. I can place the use of papyrus boats on a timeline of ancient Egyptian history. I can work from plan to create papyrus boat
Spring 1 (Heroes and Villains)	
Revise inventors/inventions from the past e.g. first flight (Wright brothers), Tim Berners-Lee (www) & Grace Hopper (computer)	<u>Revision objectives</u> I can explain what each inventor created and how it helped people. I can describe how each inventor's work made a difference in the world. I can discuss why some inventions are seen as more important than others.
Identify social changes across the 20 th century (1940s)	I can explore how social change affected people in Britain in the 1940s. I can identify important events in the 1940s I can recall information about social changes of the 1940s.
Learn about a hero/villain from the past: Amelia Earhart	I can put key events from Amelia's life in the correct order. I can explore the life of Amelia Earhart I can explain why flying is important in our world today.
Identify social changes in Britain across the 20 th century (1950s)	I can show an understanding of how Britain changed in the 1950s. I can understand key events of the 1950s I can recognise changes in culture
Spring 2 (Heroes and Villains)	
Identify social changes in Britain across the 20 th century (1960s)	I can explain what life was like in Britain during the 1960s. I can place important events of the 1960s on a timeline. I can name important people from the 1960s

Learn about a hero/villain from the past? Mahatma Gandhi	I can identify who Mahatma Gandhi was and why he is considered a hero. I can create a simple timeline of Gandhi's life I can describe important events in Gandhi's life.
Identify social changes across the 20 th century (1970s)	I can explain what life was like in Britain during the 1970s. I can place important events of the 1970s on a timeline. I can name important people from the 1970s.
Identify social changes across the 20 th century (1980s)?	I can explain what life was like in Britain during the 1980s. I can place important events of the 1980s on a timeline. I can name important people from the 1980s.
Learn about a hero/villain from the past; Ronnie Biggs	I can discuss how the Great Train Robbery affected people and society at that time. I can describe who Ronnie Biggs was. I can discuss different opinions about Ronnie Biggs.
Identify social changes across the 20 th century (1990s)	I can explain what life was like in Britain during the 1990s. I can place important events of the 1990s on a timeline. I can name important people from the 1990s.
Learn about a hero/villain from the past; Harriet Tubman	I can explore the life of Harriet Tubman. I can create a timeline of important events in Harriet Tubman's life. I can explain what qualities make Tubman a hero.
Learn about a hero/villain from the past; Buzz Aldrin	I can explain what the Space Race was and why it was important. I can make a timeline showing important events in Buzz Aldrin's life. I can write a brief biography of Buzz Aldrin.
Summer 1 (Scrumdiddlyumptious!)	
Revise William the Conqueror and Montezuma	<u>Revision objectives</u> I can recognise who William the Conqueror and Montezuma were. I can describe what William the Conqueror and Montezuma did. I can identify what people thought of each leader.
Explore the life and work of James Lind	I can describe the 18th century and what life was like for people during that time. I can create a simple timeline showing key events in Lind's life. I can summarise who James Lind was and his legacy.
Summer 2 (Scrumdiddlyumptious!)	
Research the history of my local area	I can discuss why it is important to learn about the history of where you live. I can create a timeline that shows important events in the history of your local area. I can describe how your local area has changed over time.

Year 4	
Learning Outcome (Can I...)	Learning (skills and knowledge) Key learning
Autumn 1 (Caves to Castles)	
Revise Ancient Indus Valley civilisation	<u>Revision objectives</u> I can find the Indus Valley on a map. I can discuss/ create a simple timeline of key events in the Indus Valley. <u>I can name key features of the Indus Valley Civilisation.</u>
Create a timeline showing key dates from the Stone Age to Iron Age Britain	<u>I can explain what the Stone Age, Bronze Age and Iron Age are.</u> I can arrange events in the correct order from the Stone Age to the Iron Age. I can explore some important events and people from each time period.
Explore how people survived in the Stone Age	<u>I can discuss how Stone Age people lived.</u> I can identify key periods of the Stone Age. I can describe how Stone Age people found food/ lived.
Make predictions about Stone Age tools and research what they were used for	I can explore a collection of Stone Age tools. <u>I can research and form opinions about how tools were used.</u> I can consider how and why tools were made.
Research Britain's Prehistoric Tombs and Monuments	<u>I can identify some prehistoric tombs/ monuments in Britain.</u> I can describe key features of prehistoric tombs/ monuments. I can compare different views or opinions about why these tombs/ monuments were built.
Identify who the Celts were and how they made iron in the Iron Age	I can describe where the Celts lived in Britain during the Iron Age. I can explain who the Celts were. <u>I can explore their way of life.</u>
Autumn 2 (Caves to Castles)	
Fieldwork	Leeson House Castles- Corfe Castle William the Conquerer
Explore why people built hillforts in Iron Age Britain and what we know about them	I can describe what life was like during the Iron Age. I can put key events of the Iron Age in order on a timeline. <u>I can explain why people built hillforts</u>
Research the timeline of events that came before the Battle of Hastings	I can explain how events before the Battle of Hastings fit into the story of England. <u>I can list events leading to the Battle of Hastings.</u> I can identify important events

Assess the disadvantages and advantages of each army involved in the Battle of Hastings	I can discuss the situation in England before the battle. I can understand when and why the battle took place. I can describe the leaders.
Produce a fact file about the Bayeux Tapestry	I can explain what the Bayeux Tapestry is. I can explore examples of the Bayeux Tapestry. I can describe what happened leading up to the battle and its result.
Spring 1 (I'm in the rainforest get me out of here!)	
Revise the Ancient Egyptian civilisation	<u>Revision objectives</u> I can explain what the ancient Egyptian civilisation was. I can describe what daily life was like for the Ancient Egyptians. I can explore the legacy of the Ancient Egyptians.
Spring 2 (I'm in the rainforest get me out of here!)	
Revise social changes in modern Britain since 1948	<u>Revision objectives</u> I can describe how Britain has changed since 1948. I can identify important events throughout this era. I can compare how life in Britain has changed for different people over time.
Summer 1 (Rocking Romans)	
Revise local history	<u>Revision objectives</u> I can discuss why it is important to learn about the history of where you live. I can identify some significant events which have happened in my local area. I can describe how my local area has changed over time.
Explore who the Romans were and how they built an empire	I can explain who the Romans were. I can understand where they came from (and why). I can explore how the Roman empire developed.
Research a significant figure in the Roman Empire, Julius Caesar	I can identify who Julius Caesar was. I can explain how Caesar's actions changed Rome. I can discuss why Julius Caesar is still remembered today
Explore why the Romans invaded Britain	I can explain why the Romans wanted to expand the empire and what Britain offered. I can put key events in the order they happened. I can discuss what life was like in Roman times and how the Romans ruled.
Summer 2 (Rocking Romans)	
	I can explain why studying the Romans is important for understanding British history. I can give a brief description of key events on a timeline.

Plot a timeline of key events about the Romans	I can discuss different views about the Romans (helpful or harmful to Britain).
Research what life was like in a Roman Villa?	I can identify key events in Roman history that led to the building of villas in Britain. I can describe what a Roman villa looked like, including its layout and materials. I can discuss how life in a Roman villa might be different from today.
Why do we remember the Romans?	I can recognise the importance of the Roman Empire in the development of Britain. I can identify how the Romans changed Britain. I can explore the legacy of the Romans, in Britain.