

Understanding the world

Autumn 1

I can start to be curious about the people around me.

Summer 2

I can comment on photo and images.
I can talk about similarities and differences in simple terms.

Key Vocabulary:

Now, Next, Family. Home, Mum, Dad, Brother, Sister, Grandparents, Aunt, Uncle, Family Tree, Past, Today, tomorrow, yesterday. First, next, after, finally, Past, Similarities, Differences, Long ago.

Autumn 2

I can listen to and understand stories about people set in the past.

History in Nursery



Spring 1

I can remember and talk about the significant events in my own experience and life.

Spring 2

I can show an interest in the people in my family and can tell others some simple facts about my family.
I can recognise some families have similar features.

Summer 1

I can start to use simple language about the passage of time.



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Understanding the world

I can begin to make sense of my own life-story and family's history.
I can comment on images of familiar situations in the past.
I can compare and contrast characters from stories, including figures from the past.

Autumn 1

I can talk about my immediate family.
I can use visual timetables to sequence the day's structure.

Summer 2

I can talk about the lives around me and the roles of people in society.
I can name some similarities and differences between things in the past and now, drawing on their experiences and what they have read in class.

Key Vocabulary:

Now, Next, Family, Home, Mum, Dad, Brother, Sister, Grandparents, Aunty, Uncle, Family Tree, Days of the week, Celebration, Today, tomorrow, yesterday, Life cycle, First, next, after, finally, Past, Similarities, Differences, Long ago.

Autumn 2

I can remember and talk about significant events in my own experiences.
I can name the days of the week.

History in Reception



Spring 1

I understand that some historical events were before them, their parents and their grandparents.
I can explain what the word 'different' means.

Spring 2

I can begin to explain what the word 'similar' means.
I understand that not everyone celebrates the same celebrations but how we can celebrate can be similar.

Summer 1

I can show an understanding of the passing of time through the life cycle of plants, animals and mini beasts.



Autumn 1: Would Wangari Maathai have been significant if the transatlantic slave trade still existed?

I can explain what slavery is in simple terms.
I can explain who Wangari Maathai is and understand why she is significant.

Summer 2: How have the buildings on Lenton Boulevard changed over time?

I can describe the buildings through looking at pictures of before and observing the buildings now in person.
I can describe some of the important buildings.

Summer 1: Key person: Beatrix Potter (conservationist)

I can understand what a conservationist is. I can explain why it is important that Beatrix Potter was a conservationist.
I can investigate the impact of nature on her writing.

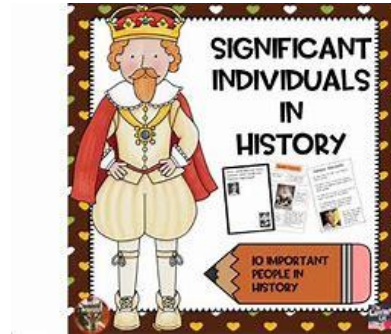
Key Vocabulary:

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Autumn 2: Why is the wind scale named after Sir Francis Beaufort?

I can explain who Sir Francis Beaufort is and explain what his achievements in life were and how they are still important.

History in Year 1



Spring 2: How did lace change the city of Nottingham?

I can explain and describe what lace is.
I can explain the impact of the lace industry.

History skills

I can identify similarities and differences between ways of life in the past and present.

I can understand there are different types of evidence and sources that can be used to help represent the past.

I can find answers to simple questions about the past from sources of information, e.g. artefacts.

I can find the period I am studying on a timeline.

I can look at individuals from the past.

Spring 1: How did Wangari Maathai promote care for the environment?

I can understand why caring for the environment is important.

I can explain what Wangari Maathai is famous for.



Autumn 1: What can we learn about slavery from the Victorian period?

- I can explain what slavery is in simple terms.
- I can explain who Sarah Forbes Bonetta was and why she was important.
- I can explain if I find anything unusual or surprising about her life.

Summer 2: Is Nottingham Castle a typical castle?

- I can discuss similarities and differences between the castle now and in its history.
- I can explore the role of the castle in the English Civil War.
- I can explain what the castle is used for now.

Summer 1: Key person: Agnes Arber (botanist)

- I can understand who Agnes Arber is and what her significance is.
- I can understand what a botanist is.

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Autumn 2: What was life like when David Attenborough was your age?

- I can describe and explain who David Attenborough is.
- I can explore what he has achieved and understand his significance.
- I can compare his childhood to mine.

History in Year 2



Spring 2: How was women getting the right to vote a cultural innovation?

- I can explain when women got the right to vote?
- I can understand why they didn't have that right before and can explain why it was important that they got it.

History Skills:

- I can sequence artefacts which are from a more concise period of time (e.g. 20th Century).
- I can describe and discuss significant individuals from the past.
- I can identify differences between ways of life at different times.
- I can compare pictures/ artefacts and/ or photographs of people or events in the past.
- I can use a source to make observations and answer questions about the past.

Spring 1: Why was plastic invented and what was/ is the environmental impact of this?

- I can understand why plastic was invented.
- I can assess the advantages and disadvantages of plastic.



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Autumn 1: How did slavery shape Egyptian civilisation?

I can explain what slavery is.
I can place Ancient Egypt on a timeline.
I can explain what life was like for slaves in Egypt.
I can explore and answer the question 'did the slaves build the pyramids?'

Summer 2: How were the Ancient Egyptians able to build such amazing buildings?

I can explain what the buildings were like in Ancient Egypt.
I can compare the structures to modern buildings built in Egypt.
I can understand how most of the structures are still standing.

Summer 1: Key person: George Washington Carver (botanist)

I can explain what a botanist is.
I can understand who George Washington Carver is and explain why he is important.

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Autumn 2: Why is Ellen McArthur courageous and important in history?

I can explore and explain who Ellen McArthur is.
I can understand what she achieved.

History in Year 3



Spring 2: What was new in the 'new' stone age?

I can explain what the new stone age was and place it on a timeline.
I can explain what life was like in the 'old' stone age and make comparisons.

History Skills:

I can use dates and terms related to the period I am studying.

I can identify and give reasons for different ways in which the past is represented.

I can begin to use the library, sources and the internet for research purposes.

I can identify key changes over a period, actions which led to change and reasons for these actions.

Through the use of artefacts I can find out about everyday lives of people in a period studied and make comparisons with life today.

Spring 1: How did earthquakes and movement of tectonic plates lead to the breaking up of the supercontinent Pangea?

I can explain what Pangea was.
I can explain why the supercontinent split up and what the effects of this were.



Autumn 1: Did the Romans bring slavery to Britain and what impact did it have on society?

I can explain what slavery is.
I can explore and explain slavery's effect on Britain.
I can understand who the Romans were and place them on a timeline.

Summer 2: Were buildings in Roman Britain similar to those in Rome?

I can explain what the key features of Roman architecture are and why.
I can understand how Romans changed English architecture.

Summer 1: Key person: Miller Reese Hutchinson (inventor of the hearing aid)

I can explain who he was and why he was important.
I can explain how his invention changed lives?

Autumn 2: What is the historical legacy of Captain James Cook?

I can explain how he demonstrated courage?
I can explore the historical implications of his discoveries.

History in Year 4



Spring 2: How are innovations and inventions from Ancient Greece still impacting us today?

I can explain who the Ancient Greeks were.
I can explain what the Ancient Greeks invented and why.
I can understand how and explain why we still use some their innovations.

History Skills:

I can place events from the period I am studying on a time line.
I can understand that a timeline can be divided into BC/E (Before Christ/Common Era) and AD (Anno Domini).

I can use evidence to reconstruct life in the period I am studying (primary/secondary sources) and compare with life today.

I can explain how people and events in the past have influenced life today.

I can formulate questions and generate own lines of enquiry.

Spring 1: How have communities improved their responses to earthquakes?

I can look at different earthquakes and think about the impact on communities.
I can compare the responses of different communities to earthquakes .

Key Vocabulary:

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Autumn 1: Why did the Vikings invade Britain?

I can explain who the Vikings were.
I can understand what is meant by Viking invasion and raids.
I can investigate why the Vikings raided and what they took.
I can investigate and offer an answer to the question 'was the main purpose of Viking raids on Britain to capture slaves?'

Summer 2: How did buildings and structures in Baghdad in c.900AD compare to buildings in Britain at the time?

I can explain what the features of the 2 types of architecture are.
I can describe the features and explain whether they similar or different.
I can offer my opinion on which type of architecture I prefer?

Summer 1: Key person: Isaac Newton

(Explain the unit of force is a newton- named after Isaac Newton)

I can explain who he was and why he is so famous.
I can investigate what other discoveries he made.
I can understand how he changed the world.

Key Vocabulary:

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Autumn 2: Why did William Smith find himself in prison?

I can explain who he is and what he achieved.
I can explore societal beliefs of the time.

History in Year 5



Spring 2: Were the Anglo Saxons scientific technological pioneers?

I can explain what a pioneer is.
I can understand what science and technology was like before the Anglo-Saxons?
I can explain the impact of their discoveries.

History Skills:

I can order an increasing number of significant events, movements and dates on a timeline.

I can examine the causes and results of great events and the impact these had on people.

I can compare the accounts of events from different sources and consider ways of checking the accuracy of these.

I can use a wide variety of evidence to build a picture of past events.

Spring 1: What can Pompeii, 'a city frozen in time' teach us about volcanic eruptions?

I can explain what Pompeii is and where it is.
I can explain why it is known as a city frozen in time.
I can use evidence to find out what we can learn about life in Pompeii.



Autumn 1: What role did Victorian Britain play in the transatlantic slave trade?

- I can explain what slavery and the transatlantic slave trade are.
- I can identify and explain the significance of key abolitionists of the time period?.

Summer 2: How did the Willoughby family use Wollaton Hall to communicate their wealth?

- I can look at iconography and the meaning of certain features.
- I can explain why the Willoughby family would want to be perceived this way.
- I can analyse the architectural features of Wollaton Hall.

Summer 1: Key person: Ole Roemer (discovered the speed of light in 1676)

- I can explain who he was and why he is important.
- I can understand how his discovery changed the world.

Key Vocabulary:

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Autumn 2: How do we know who Eratosthenes was and what his achievements are?

- I can explain who he was and why he is significant.
- I can understand how what he achieved impacts on our modern life.

History in Year 6



Spring 2: What role did Nottingham play in the Industrial Revolution?

- I can explain what the Industrial Revolution was and can evaluate the effects of it.
- I can research what life was like before the revolution.
- I can explain what life was like in Nottingham at this time.

History Skills:

- I can order an ever-increasing number of events, movements, dates and artefacts on a timeline using accurate dates.
- I can find out about beliefs, behaviour and characteristics of people and understand that not everybody had or shared the same.
- I can explain a past event in terms of cause and effect and identify contrasts and trends over time in the lives of every day people.
- I am aware of the concept of propaganda and how this can shape views.
- I can use an ever-growing range of sources to find out about an aspect of a period of history.

Spring 1: What environmental impact did the Conquistadors have on South America?

- I can explain what a conquistador is and what they did.
- I can analyse the effect they had on the environment.

