



<b>Area</b>	<b>Skills</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Chronology</b>	<b>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</b>	<p>Sequence two events in their own life.</p> <p>Talk about an event from their recent past and how they have changed.</p> <p>Begin to recognise different times, e.g. seasons, days of the week and months.</p> <p>Make a simple timeline of the seasons.</p>	<p>Sequence three events in their own life.</p> <p>Talk about events from their own past and how they have changed.</p> <p>Recognise that some objects belong in the past.</p> <p>Recognise that stories they hear may have happened a long time ago.</p> <p>Label simple timelines with events and people.</p>	<p>Sequence events or artefacts, giving reasons for their order</p> <p>Sequence events about the life of a significant person.</p> <p>Label and make links between events on a timeline.</p>
	<b>They should use a wide vocabulary of everyday historical terms.</b>	Use everyday words such as before, after, now, next, soon, day, week, month, season	Use everyday words and phrases such as <i>old, new and a long time ago, now, later, past, present, yesterday, tomorrow, fact, fiction,</i>	Use phrases to make comparisons such as <i>before I was born, when I was younger, before, after, past, present, then, now, source, significant, artefacts</i> Begin to understand the term <i>Parliament</i>
<b>Range and Depth of historical knowledge</b>	<b>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</b>	Begin to understand a range of different celebrations.	<p>Understand what a famous person did</p> <p>Understand that we celebrate/commemorate certain events because of what happened many years ago.</p>	<p>Recount the life of a significant person, what they did and why they did it.</p> <p>Compare aspects of life for two significant people from two periods of time</p>

			<p>Begin to describe a historical event that happened years ago.</p> <p>Begin to identify the main differences between old and new.</p> <p>Identify objects from the past, such as vinyl records.</p>	<p>Explain how the school and our local area were different in the past</p> <p>Recount some interesting facts about a historical event.</p> <p>Identify differences between ways of life at different times, such as when their grandparents were little</p>
<b>Interpretations of History</b>	<b>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</b>		<p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Compare two versions of a past event</p> <p>Begin to understand why accounts may vary.</p>
<b>Historical Enquiry</b>	<b>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</b>	<p>Use photos (learning journals) to discuss what they have done earlier in the year.</p>	<p>Ask and answer simple questions about the past from objects or pictures</p> <p>Give a plausible explanation about what an object was used for in the past</p> <p>Use pictures, stories, artefacts, books, videos, photos, internet</p>	<p>Research the life of a significant person from the past using different sources</p> <p>Research about a significant event using different sources</p> <p>Name at least two different ways they can find out about the past.</p> <p>Begin to discuss the effectiveness of sources.</p> <p>Pictures, stories, newspapers, artefacts, books, videos, documents, internet</p>



<b>Content</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	All about Me	Transport All About Me	Schools in the past
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Diwali, Christmas, Birthdays, Harvest, Easter, Bonfire Night, Chinese New Year	The Great Fire of London Remembrance Day	The Gunpowder Plot Remembrance Day
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	-	Samuel Pepys James Starley	Guy Fawkes Mary Anning  Mary Seacole, Florence Nightingale and Edith Cavell
Significant historical events, people and places in their own locality.	-		Nicholas Chamberlaine The Almshouses Mining