

Chronological Understanding	Year R	Year 1	Year 2
End of Key Stage Expectations	<p><b>Pupils should be taught about:</b></p> <p><b>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 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]</b></p> <p><b>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</b></p> <p><b>Significant historical events, people and places in their own locality</b></p>		
Ordering		Put up to three objects in chronological order (recent history) on a time line.	Place events or artefacts in order on a timeline
Timelines		Label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born.	Label timelines with pictures, words or phrases and give reasons for their order
Making connections		<p>Discuss how things have changed since my parents or grandparents were children.</p> <p>Use dates to talk about people or events from the past (when appropriate)</p>	<p>Make connections between long and short term time scales</p> <p>Use dates to talk about people or events from the past (when appropriate)</p> <p>Connect learning of historical people or events to others that I have learnt about before</p>
Vocabulary		Understand and use <b>vocabulary</b> such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times?	Understand and use <b>vocabulary</b> such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ..... period, in ..... times?

Historical Enquiry	Year R	Year 1	Year 2
Investigation		<p>Show some understanding of how people find out about the past.</p> <p>Understand how evidence is collected and used to make historical facts</p>	<p>Understand and talk about how people find out about the past.</p> <p>Show understanding of how evidence is collected and used to make historical facts.</p>
Questioning		<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Answer questions by using different sources, such as an information book or pictures.</p>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Answer questions by using a specific source, such as an information book.</p>
Research			<p>Research the life of someone who used to live in my area using the Internet and other sources to find out about them</p> <p>Research the life of a famous Briton from the past using different resources to help me</p>
Vocabulary		<p>Understand and use <b>vocabulary</b> such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate</p>	<p>Understand and use <b>vocabulary</b> such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate</p>

Knowledge and interpretation	Year R	Year 1	Year 2
Cause and consequence		Discuss some important people from the past and talk about how their actions changed the way we do things today.	<p>Explain the causes of an historical event and what the consequences were.</p> <p>Explain what impact that significant events from the past have had on the way we live today.</p>
Learning about the past		<p>Answer questions using a range of artefacts/ photographs/pictures provided.</p> <p>Talk about the different ways that the past is represented</p> <p>Recount some interesting facts from an historical event.</p> <p>Recognise that there are reasons why people in the past acted as they did</p> <p>Find out more about a famous person from the past and carry out some research on him or her.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past and talk about what they did.</p> <p>Talk about similarities and differences between two different time periods.</p> <p>Explain why someone in the past acted in the way they did.</p>
Sources of evidence		<p>Explain how I found out about people or events in the past.</p> <p>Find out something about the past by talking to an older person.</p>	<p>Choose and use parts of stories or other sources to show that I understand events or people from the past.</p> <p>Explain why Britain has a special history by naming some famous events and some famous people.</p> <p>Create my own accounts of historical people or events.</p>
Evidence		Recognise that some forms of evidence are more reliable than others when finding out about the past.	<p>Explain how local people or events in history have changed things nationally or internationally.</p> <p>Begin to consider which types of evidence are reliable when finding out about the past.</p>

<p>Vocabulary and Understanding of Concepts</p>		<p>Begin to show an understanding of the word 'nation' and the concept of a nation's history.</p> <p>Begin to show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.</p> <p>Understand and use <b>vocabulary</b> such as: find out, explain, facts, reasons, events, actions</p>	<p>Talk about a 'nation', an aspect of its history and the impact it has had on the nation.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events.</p> <p>Understand and use <b>vocabulary</b> such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>
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