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| **End of Key Stage expectations**  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Pupils should be taught about: 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]. 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]. Significant historical events, people and places in their own locality. | | | | |
|  | **Reception** | **Reception/Year 1** | **Year 1/2** | **Year 2** |
| **Chronological understanding** | Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now,  drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in  books read in class and storytelling. | I can put up to three objects in chronological order.  I can use word and phrases like old, new and a long time ago.  I can tell others about things that happened when I was little. | I can put up to three objects in chronological order.  I can use word and phrases like old, new and a long time ago.  I can tell others about things that happened when I was little.  I can understand that some objects belong in the past.  I can retell a familiar story set in the past.  I can explain how I have changed since I was born. | I can use words and phrases like before I was born, when I was younger.  I can use words and phrases like before, after, past, present, then and now in my historical learning.  I can sequence a set of events in chronological order and give reasons for their order. |
| **Historical Enquiry** | I can look closely at similarities and differences, patterns and change.  I can make observations of animals and plants and explain why some things occur and talk about changes. | I can ask and answer questions about old and new objects.  I can spot old and new things in pictures.  I can answer questions using an artefact/photograph.  I can say what I think an object was used for in the past. | I can answer questions using an artefact/photograph.  I can find out about a famous person from the past and carry out some research about them.  I can find things out about the past by talking to an older person. | I can answer questions using a specific source.  I can research the life of someone famous using different resources. |
| **Knowledge and interpretation** | I can make observations of animals and plants and explain why some things occur and talk about changes. | I can identify the main differences between old and new objects.  I can identify objects from the past.  I can say some of the things that were different in my life from that of my grandparents when they were young. | I know that we celebrate certain events because of what happened years ago.  I can understand that we have a queen who rules us and that we have had a king/queen for many years.  I can recount some interesting facts from a historical event, such as the fire of London. | I can explain how the local area was different in the past.  I can recount some interesting facts from a historical event.  I can explain why someone in the past acted in the way they did. |