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|  | **Year R** | **Year 1** | **Year 2** |
| Expectations | * Have a basic understanding that **changes occur over time** and be able to relate these to their own lives or the environment around them. * Talk about how they have changed from when they are a baby to now. * Know key people and key symbols. * **Sequence** objects in simple term.   *Key Language: events, changes celebrations, sequence, milestones, compare, differences, similarities, observations, memory, historical,* | * Identify **changes within living memory** – where appropriate, these should be used to reveal aspects of change in national life * Know the story of **significant events** that occur nationally or globally and why we remember them. (Guy Fawkes, Remembrance Sunday, D-Day,) * Know about 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 Queen Victoria and Queen Elizabeth 11] * significant historical events, people and places in their own locality (Isambard Brunel)   *Key Language: significant, past, compare chronological order, old, new, long time ago, artefact* | * Identify changes within living memory – where appropriate, these should be used to reveal aspects of change in national life * Know significant events nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries such as Guy Fawkes, Remembrance Sunday, D-Day] and talk confidently about what has happened as a result. * Know 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, Samuel Pepys] * significant historical events, people and places in their own locality (Isambard Brunel)   *Key language: contribution, recount, facts, historical event, living memory, research* |
| Chronological Understanding | * Talk about **key events** that are important to them such as birthdays and **celebrations** – linked to RE * Talk about key events important to their family. * Sequence key **milestones** in their lives (newborn, toddler, starting school etc). | * Put up to three objects in **chronological order**. * Use words and phrases such as: **old, new, a long time ago etc.** * Discuss with others things that happened when they were little. * Recognise a story that may have been written **a long time ago.** * Understand that some objects belong to the past | * Sequence a set of events in chronological order and give reasons for the order. * Use a range of appropriate words and phrases which describe the past |
| Knowledge and Interpretation | * Explain how they have changed since they were born. * Talk in simple terms about toys from long ago and now and **compare differences and similarities.** * Talk in simple terms about games they play and how they have changed from the past. * Talk about **historical events** in simple terms and begin to understand why we celebrate them. | * Appreciate that some famous people have helped our lives be better today. * Begin to identify the main **differences** between old and new objects. * Identify objects from the past, such as old toys * Give examples of things that are different in my life from that of my grandparents when they were young. * Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. | * **Recount** the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. * Explain how my local area was different in the past. * Explain why things are different to now, such as the materials they are made from (irons, telephones etc). * Recount some interesting **facts** from an **historical event**, such as where the fire of London started. * Explain why Britain has a special history by naming some famous events and some famous people. * Explain why someone in the past acted in the way they did. |
| Historical Enquiry | * Make **observations** of animals and plants and explain why some things occur and talk about the changes. * Answer questions using pictures from their **personal history.** * Ask questions based on topics from beyond their **living memory** (dinosaurs and Mary Anning) | * Spot old and new things in a picture. * Answer questions using an **artefact**/picture or role play from the past. * Give plausible explanation about what an object was used for in the past. * Find out more about a famous person from the past and carry out some research on him or her. | * Answer questions using a range of artefacts/photographs. * Answer questions by using a specific **source**, such as an information book. * Research the life of a famous Briton from the past using different resources to help them. * **Research** about a famous event that happens in Britain and why is has been happening for some time. * Research the life of someone who used to live in the local area using a variety of sources, including the internet. |