

	Early Years	Year 1	Year 2	Year 3
<b>Chronological understanding</b>	<p><b>During Early Years</b> - Pupils will organise events using basic chronology and recognise that things happened before they were born. Pupils will talk about experiences they are familiar with and explore how these may have differed in the past. Pupils sequence and re-tell main events from stories and real life accounts. Pupils learn about significant individuals now and in the past and place these on a timeline.</p> <p><b>By the end of EY - ELG - Understanding the World</b></p> <p>Pupils will talk about the lives of people around them and their roles in society. Pupils will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Pupils will understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>By the end of EY - ELG - Communication and Language</b></p> <p>Pupils will participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Pupils will express their ideas and feelings about their experiences using past, present and future tenses. Pupils will respond to what they hear with relevant questions, comments and actions and ask questions to clarify their understanding.</p>	<p><b>By the end of Key Stage 1:</b></p> <p>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.</p>		<p><b>Lower key stage 2:</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>
		<p><b>By the end of Year 1:</b></p> <p>Pupils should be confident in understanding the concept of 'change' and the meaning of the past and present.</p> <p>-Sequence events or objects in chronological order. -Describe memories and changes that have happened in their own lives.</p>	<p><b>By the end of Year 2:</b></p> <p>Pupils will consolidate their understanding of the concept of change.</p> <p>-Sequence artefacts and photographs that are closer together in time using historical language. - Sequence photographs from different periods of their lives.</p>	
<b>Key vocabulary</b>	Past, present, order, sequence, before, after, birth, now, then, birthday, first, last, timeline, grandparents, family, culture, traditions, celebrations.	Building on from Early Years - old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, time-line, sequence, change and artefacts.		Building on from Key Stage 1 - world history, local history, British history, periods, timeline, BC and AD.

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<b>Knowledge and Understanding of Events, people and changes in the past</b>	<p><b>During Early Years</b> – Pupils are presented with pictures, stories, artefacts and accounts from the past and they explore and discuss similarities and differences. Pupils are introduced to significant individuals and events from the past and present day.</p> <p><b>By the end of EY – ELG – Understanding the World</b></p> <p>Pupils will talk about the lives of people around them and their roles in society. Pupils will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Pupils will understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>By the end of EY – ELG – Communication and Language</b></p> <p>Pupils will participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Pupils will offer explanations for why things might have happened making use of recently introduced vocabulary from stories. Pupils will express their ideas and feelings about their experiences using past, present and future tenses. Pupils will respond to what they hear with relevant questions, comments and actions and ask questions to clarify their understanding.</p>	<p><b>By the end of Key Stage 1:</b></p> <p><i>Pupils should identify similarities and differences between ways of life in different periods. Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events. Pupils will describe significant individuals from the past and be able to recount episodes from significant events in history.</i></p>		<p><b>Lower Key Stage 2:</b></p> <p><i>Pupils should note connections, contrasts and trends over time.</i></p> <p>- Find out about the everyday lives of people in time studied compared with our life today.</p> <p>- Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>
		<p><b>By the end of Year 1:</b></p> <p>Pupils will learn why people did things, why events happened and what happened as a result.</p> <p>-Compare differences between ways of life at different times using photo sources. -Learn that people in the past had feelings, attitudes and ideas. -Use a range of sources to find out features of the past.</p>	<p><b>By the end of Year 2:</b></p> <p>Pupils will take an in depth look at why people did things, why events happened and what happened as a result. They will learn that people in the past had choices.</p> <p>-In depth look at differences between ways of life at different times and comparing these to pupils' own lives. -Delve into different sources to gain answers to their questions and to find out more knowledge. -Describe similarities and differences when exploring artefacts and photographs.</p>	
<b>Key vocabulary</b>	Pictures, artefacts, past, similarities, differences, event, changes, people.	Building on from Early Years – compare, differences, similarities, attitudes, sources, evidence, changes, past, choices, photographs, significant individuals, time, and timeline.		Building on from Key Stage 1 – connections, impact, contrasts, trends, artefacts, historical periods, significant events and individuals.

	Early Years	Year 1	Year 2	Year 3
<b>Historical interpretations</b>	<p><b>During Early Years</b> - Pupils listen to books (both fiction and non-fiction) and begin to develop an understanding of the past and present. Pupils will compare characters from a range of cultures and explore common themes such as bravery and kindness.</p> <p><b>By the end of EY - ELG - Understanding the World</b> Pupils will talk about the lives of people around them and their roles in society. Pupils will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Pupils will understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>By the end of EY - ELG - Communication and Language</b> Pupils will participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Pupils will offer explanations for why things might have happened making use of recently introduced vocabulary from stories. Pupils will express their ideas and feelings about their experiences using past, present and future tenses. Pupils will respond to what they hear with relevant questions, comments and actions and ask questions to clarify their understanding.</p>	<p><b>By the end of Key Stage 1:</b> Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p><b>Lower Key Stage 2:</b> Pupils should understand how our knowledge of the past is constructed from a range of sources.</p>
		<p><b>By the end of Year 1:</b> Pupils will consider differences between ways of life at different times and different versions of stories using relevant sources.  -Begin to identify different ways to represent the past i.e. photographs, stories, extracts, fact-files.  -Observe and use pictures, photographs and artefacts to find out about the past.</p>	<p><b>By the end of Year 2:</b> Pupils will gain a better understanding of why things happened, how we know something is true and why we have different interpretations of the past.  -Confidently compare pictures or photographs of people and events in the past.  -Pupils are encourage to discuss reliability of photographs and accounts.  -Use stories or accounts to distinguish between fact and fiction.</p>	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>
<b>Key vocabulary</b>	Past, present, characters, culture, stories, themes, bravery, choice, kindness, compare, figures.	Building on from Early Years - similarities, differences, identify, past, present, extracts, observations, artefacts, photographs, accuracy, reliability, compare, contrast, events, accounts, fact, fiction.		Building on from Key Stage 1 - Historical events, accounts, reasons, differences, accuracy, sources, events, explanations.

	Early Years	Year 1	Year 2	Year 3
<b>Historical enquiry</b>	<p><b>During Early Years</b> - Pupils are presented with images, artefacts and stories of familiar situations in the past, such as homes, schools, and transport.</p> <p><b>By the end of EY - ELG - Understanding the World</b> Pupils will talk about the lives of people around them and their roles in society. Pupils will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Pupils will understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>By the end of EY - ELG - Communication and Language</b> Pupils will participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Pupils will offer explanations for why things might have happened making use of recently introduced vocabulary from stories. Pupils will express their ideas and feelings about their experiences using past, present and future tenses. Pupils will respond to what they hear with relevant questions, comments and actions and ask questions to clarify their understanding.</p>	<p><b>By the end of Key Stage 1:</b> Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.</p>		<p><b>Lower Key Stage 2:</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> <li>- Use a range of sources to find out about the past.</li> <li>- Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</li> </ul>
		<p><b>By the end of Year 1:</b> Pupils will observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <ul style="list-style-type: none"> <li>-Pupils will ask simple questions related to the sources they have seen and will be encouraged to draw upon prior knowledge and experience.</li> <li>-Pupils will sort artefacts 'then' and 'now'</li> <li>-Pupils will draw upon their speaking and listening skills during an historical enquiry.</li> </ul>	<p><b>By the end of Year 2:</b> Pupils will confidently observe and ask questions to find answers to more complex questions about the past. Pupils will choose and select evidence and say how it can be used to find out about the past.</p> <ul style="list-style-type: none"> <li>-Pupils discuss in greater depth how people were affected by events.</li> <li>-Pupils are encourage to debate and disagree with what happened in the past.</li> <li>-Pupils are ask open questions and encouraged to explore cause and consequence within an event.</li> <li>-Pupils use timelines during an historical enquiry and discuss the effectiveness of sources.</li> </ul>	
<b>Key vocabulary</b>	Images, past, homes, school, transport, change, observe.	Building on from Early Years - Question, criticise, sources, experience, then, now, enquiry, observe, evidence, cause and consequence, debate, agree, disagree, timelines, effectiveness.		Building on from Key Stage 1- change, cause, similarity, difference, significance. organise, sources, key event, selection, information, enquire, question.

	Early Years	Year 1	Year 2	Year 3
<b>Presenting, organising and communicating</b>	<p><b>By the end of EY - ELG - Understanding the World</b></p> <p>Pupils will talk about the lives of people around them and their roles in society. Pupils will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>By the end of EY - ELG - Communication and Language</b></p> <p>Pupils will participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Pupils will offer explanations for why things might have happened making use of recently introduced vocabulary from stories. Pupils will express their ideas and feelings about their experiences using past, present and future tenses. Pupils will respond to what they hear with relevant questions, comments and actions and ask questions to clarify their understanding.</p>	<p><b>By the end of key stage 1:</b></p> <p><i>Pupils should use a wide vocabulary of everyday historical terms.</i></p>		<p><b>Lower key stage 2:</b></p> <p><i>Pupils should develop the appropriate use of historical terms.</i></p> <p>- Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. - Start to present ideas based on their own research about a studied period.</p>
		<p><b>By the end of Year 1:</b></p> <p>Pupils will begin to show an understanding of historical terms and will talk, write and draw about things from the past and begin to use historical vocabulary to retell simple stories about the past.</p> <p>Pupils will communicate their knowledge and historical thinking and learning through:</p> <ul style="list-style-type: none"> <li>-Hot seating / drama to re-tell events and show understanding of why people did things in the past.</li> <li>-Timelines of pictures / objects.</li> <li>-Drawings / paintings / class displays.</li> <li>-Writing - fact files, poems, labelling and stories.</li> </ul>	<p><b>By the end of Year 2:</b></p> <p>Pupils will show an understanding of historical terms and be confident to talk, write and draw about things from the past and confidently use historical vocabulary to retell simple stories about the past.</p> <p>Pupils will confidently communicate their knowledge and historical thinking and learning through:</p> <ul style="list-style-type: none"> <li>-Videos, audio recordings, interviews, detailed diary accounts, letters, fact-files, posters, museums, class displays and galleries.</li> <li>-A greater use of Computing is used to share and present their thoughts, ideas and knowledge acquired.</li> </ul>	
<b>Key vocabulary</b>	Experience, local area, observe, change, talk, share, stories, re-tell, sequence, characters, similarities, differences.	Building on from Early Years -Communicate, vocabulary, historical thinking, role-play, hot seating, fact-files, recordings, re-tell, sequence, display, thoughts, ideas, knowledge.		Building on from Key Stage 1 - Presentation, communicate, audience, preference, ideas, organise, genre.