**History**

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|  | **Chronological Understanding** | **Knowledge and understanding of past events, people and changes in the past** | **Historical interpretation** | **Historical enquiry** | **Organisation and communication** |  |  | **Environment** |
| **EYFS** | Children talk about past and present events in their own lives and in the lives of family members.  |  |  |  |
| Suggested tools | Pictures of family members, including themselves. Opportunities to talk to older family members – Stay and?  |  |  |
| **Vocabulary** | * Past (introduce) Old
* Present (introduce) Now
* Family
* History
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| **Non-Negotiable** | Children are able to talk about themselves and their life, when questioned they know that their mummy and daddy are older than them. Opportunities to role play family life.  |
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| **Year 1** | Sequences some events or 2 related objects in order.Uses words and phrases: old, new, young, days, months. | Tell the difference between past and present in own and other people’s lives. | Begins to identify and recount some details from the past from any sources (e.g. Pictures, stories).  | Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).  | Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).  |  |  |  |
| Suggested tools | Timeline, historical objects.  | Historical sources, to compare to their own lives.  | Pictures, stories, artefacts.  | Role play area, class discussions.  |  |
| **Vocabulary** | * Old
* New
* Young
* Days
* Months
* Past
* Present
* Artefact/Source
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| **Non Negotiables**  | Children are able to answer the question ‘What is History?’Children are able to make links in their learning, cross curricular experiences. Every classroom to have a role play area to allow children to embed teaching and learning.Children understand a timeline and what it shows.  |
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| **Year 2**Learn about a significant event beyond living memory.Great fire of London?Learn about a significant individual.Florence Nightingale? | Recount changes in own life over time. Puts 3 people, events or objects in order using a given scale.Uses words and phrases such as; recently, before, after, now, later.  | Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant time in history. Uses evidence to explain reasons why people in the past acted as they did. (People and places in their own locality). | Looks at books and pictures (eye witness accounts, photos, artefacts, buildings and visits, including the internet). Understands why some people in the past did things.  | Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as; ‘What was is like for a ….?’, ‘What happened in the past?’, ‘How long ago did …… happen?’, Estimates the ages of people by studying and describing their features.  | Describes objects, people and events. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.  |  |  |  |
| Suggested tools | Photos, objects, timeline. | Role play area, stories, non fiction information books, local trip or visit.  | Books, pictures, eye witness accounts, artefacts, internet.  | Starbursts | Labelled diagrams, information sources.  |  |  |  |
| **Vocabulary** | * Recently, before, after, now, later, timeline, past, present, future, history, evidence, sources, artefacts, eye witness accounts, what, why, how, when, who, features, events, diagram, chronological.
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| **Non negotiables**  | Children are able to answer the question ‘What is History?’ Children are able to make links in their learning, cross curricular experiences. Every classroom to have a role play area to allow children to embed teaching and learning. Children are able to discuss local history.  |