



**Historical Enquiry:** Examining the ways we find out about the past and the different ways its represented.

**Chronological Understanding:** Developing an understanding about where the people and events they study fit within a chronological framework and identifying similarities and differences between ways of life in different periods. Also involves an awareness of the past, using common words and phrases relating to the passing of time.

**Historical Knowledge and Understanding:** The ability to ask and answer relevant questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

**Historical Interpretation:** Understanding some of the ways in which we find out about the past, identify different ways in which it is represented.

**Historical Organisation and Communication:** How we communicate our understanding of events and present our historical findings.

<b>Historical Enquiry</b>			
Reception	Year 1	Year 2	Arriving in Year 3 able to...
<p>By the end of Reception, children can:</p> <ul style="list-style-type: none"> <li>• Answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events</li> <li>• Know that information can be retrieved from books and computers</li> <li>• Sort artefacts into ‘old’ and ‘new’</li> </ul>	<p>By the end of Year 1, children can:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions related to different sources, artefacts and events.</li> <li>• Identify different ways in which the past is represented</li> <li>• Sort artefacts into ‘then’ and ‘now’</li> </ul>	<p>By the end of Year 2, children can:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the past to find out answers through using a wide range of sources such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>• To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</li> <li>• Observe and handle a range of sources of information to find out about the past and explore ways to sort them</li> </ul>	<p>Begin to understand some of the ways to find out about the past.</p> <p>Start to identify the different ways in which the past is represented.</p> <p>Use historical questioning to find out about the past.</p>

<b>Chronological Understanding</b>			
Reception	Year 1	Year 2	Arriving in Year 3 able to...
<p>By the end of Reception, children can:</p> <ul style="list-style-type: none"> <li>• Use every language related time including today, yesterday, tomorrow</li> <li>• Develop understanding of sequencing days of week, months and seasons.</li> <li>• Orders and sequence familiar events</li> <li>• Looks closely at similarities, differences, patterns and change</li> <li>• Talk about past and present events in their own life and in the lives of family members</li> <li>• Understand daily visual timelines in class</li> </ul>	<p>By the end of Year 1, children can:</p> <ul style="list-style-type: none"> <li>• Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.</li> <li>• Sequence events and artefacts into a chronological order from distinctly different periods of time.</li> <li>• Understand the difference between things that happened in the past and present</li> <li>• Describe things that happened to themselves and others within their own living memory</li> <li>• Use a timeline to place important events and objects</li> </ul>	<p>By the end of Year 2, children can:</p> <ul style="list-style-type: none"> <li>• Show an awareness of the past through using a wider vocabulary of common words and phrases related to the passing of time, for example before, after, past, present, then, now.</li> <li>• Sequence events and artefacts into chronological order within closer time boundaries and within different periods of time.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Recount changes in their own life over time</li> <li>• Use and explain a timeline that includes people and events.</li> </ul>	<p>Show their developing understanding of chronology by beginning to realise that the past can be divided into different time periods.</p> <p>Recognise some of the similarities and differences between these periods and use historical dates and terms.</p> <p>Place events and people into chronological periods of time</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>

Historical Knowledge and Understanding (of events, people and changes in the past)			
Reception	Year 1	Year 2	Arriving in Year 3 able to...
<p>By the end of Reception, children can:</p> <ul style="list-style-type: none"> <li>• Name and recall some basic facts about significant individuals e.g. The Royal Family</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Remember some key features of events in History e.g. Remembrance Day</li> <li>• Explore items from the past e.g. old technology</li> </ul>	<p>By the end of Year 1, children can:</p> <ul style="list-style-type: none"> <li>• Use a range of sources to find out about significant people and why they did things in the past</li> <li>• Say why people may have acted the way they did</li> <li>• To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. (should also be covered in Year 2)</li> <li>• Recall some facts about people and events before living memory</li> <li>• Identify objects from the past, such as old toys</li> </ul>	<p>By the end of Year 2, children can:</p> <ul style="list-style-type: none"> <li>• Recount main events and significant people from the past giving attention to what they did earlier and later.</li> <li>• Look at evidence to explain and recognise why people did things and why events happened, developing empathy and understanding</li> <li>• Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>• Recount in more detail main events from history. Describe and compare the similarities and differences between then and now.</li> <li>• Learn about artefacts from the past and what they can teach us.</li> </ul>	<p>Discuss events in the past within living memory.</p> <p>Recount facts from significant events beyond living memory such as the great fire of London or the first aeroplane flight.</p> <p>Show an understanding of historical events, people and places in their own locality.</p> <p>Recall the lives of significant individuals in the past who have contributed to national and international achievements, eg- Queen Victoria, Florence Nightingale, Gunpowder plot, World War 1.</p>

<b>Historical Interpretation</b>			
Reception	Year 1	Year 2	Arriving in Year 3 able to...
<p>By the end of Reception, children can:</p> <ul style="list-style-type: none"> <li>• Explore items such as simple books and photographs to learn about the past</li> <li>• Be exposed to a variety of sources e.g. photographs, news stories, artefacts</li> </ul>	<p>By the end of Year 1, children can:</p> <ul style="list-style-type: none"> <li>• Begin to identify different ways to represent the past using photographs, stories, ICT, drama, timelines, drawing, books and artefacts.</li> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Relate his/her own account of an event and understand that others may give a different version.</li> </ul>	<p>By the end of Year 2, children can:</p> <ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented. Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>• Ask and answer questions relating to a source - why, what, who, how, where to ask questions and find answers.</li> <li>• Compare different sources of information</li> <li>• Discuss the effectiveness of sources</li> </ul>	<p>Understand that information from the past can come from a variety of sources.</p> <p>Can use a variety of different sources of historical information to find out about events from the past e.g. photographs, eye witness accounts, museums.</p> <p>Can begin to discuss the reliability of sources of historical information.</p>

<b>Historical Organisation and Communication</b>			
Reception	Year 1	Year 2	Arriving in Year 3 able to...
<p>By the end of Reception, children can:</p> <ul style="list-style-type: none"> <li>• Talk about changes.</li> <li>• Recall an event verbally and through simple written sentences, supported by an adult.</li> <li>• Represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories.</li> </ul>	<p>By the end of Year 1, children can:</p> <ul style="list-style-type: none"> <li>• Communicate their knowledge through a variety of ways e.g. speaking, writing, role-play and using ICT</li> </ul>	<p>By the end of Year 2, children can:</p> <ul style="list-style-type: none"> <li>• Communicate their knowledge and understanding in a wide variety of ways: speaking, writing, drawing, role-play, storytelling and using ICT</li> </ul>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Use a variety of methods to share their historical knowledge and understanding such as ICT, writing and speaking.</p> <p>Use a wide vocabulary of everyday historical terms</p>