

	Nursery	Reception	Year 1	Year 2
Chronological understanding	<p>Remember and talk about significant events in their own experiences</p> <p>Talk about their daily routines and things which are familiar to them.</p>	<p>Talk briefly about past events at home or school e.g. 'yesterday'</p> <p>Put significant events in their lives in order.</p> <p>Know that things happen in sequence.</p>	<p>Beginning to have an awareness of the passing of time.</p> <p>Sequence events or objects in chronological order</p> <p>Beginning to have an awareness of past and future.</p> <p>Recognise the difference between past and present in their own lives and that of grandparents.</p>	<p>Place events onto a timeline.</p> <p>Understand that time passes in years.</p> <p>Understand the difference between events that happened in the distant past e.g. The Great Fire of London and events that happened in the recent past e.g. A family party at the weekend.</p> <p>Sequence events, photos and artefacts in chronological order</p>
Range and depth of historical knowledge	<p>Begin to make sense of their own life by taking on familiar family roles.</p> <p>Make sense of their own history – how they have grown and changed over the year.</p>	<p>To recall and recount significant past and present events of their own lives.</p> <p>Think about how they and other things have changed within their lifetime.</p>	<p>To recall and recount events from before their living memory and discuss past and present events in their lives, and the lives of others.</p> <p>Give examples of things that were different when their grandparents were children.</p> <p>Talk about why some things might be different in the past.</p>	<p>To recount and understand the main events from a significant time in history.</p> <p>Look at evidence to explain reasons why people in the past may have acted as they did.</p> <p>Describe what has changed as the result of an event or an individual (such as city design after the Great Fire of London)</p>

<p>Historical enquiry and Interpretation</p>	<p>Listen to stories and answer simple questions about them.</p> <p>Describe events, situations and changes within own personal experiences.</p>	<p>Identify similarities and differences.</p> <p>Know that information can be retrieved from books, the internet and people.</p> <p>Begin to ask and answer 'how' and 'why' questions in response to stories or events.</p>	<p>Sort artefacts, photographs and facts using the terminology "then" "now" 'new' and 'old'</p> <p>Use a source to find out about a period to describe differences between then and now.</p> <p>Ask questions about how they are similar or different to each other.</p> <p>Using stories to encourage children to distinguish between fact and fiction.</p>	<p>Compare small details from a range of artefacts, photographs and facts</p> <p>Use a range of sources to find out about a period to describe differences between then and now.</p> <p>Use a source – why, what, who, how, where, to ask questions and find answers</p> <p>Be aware of other peoples' (and key individuals) opinions and values.</p> <p>Express thoughts and feelings about different people and events in the past.</p>
<p>Continuity and change</p>	<p>Begin to observe and talk about themselves and how they have changed since being a baby.</p>	<p>Can observe and describe things that have changed and stayed the same during my life.</p>	<p>Can say how communication has changed over time.</p> <p>Can say what was different and what was the same when their parents and grandparents were children.</p>	<p>Can identify things that have changed and stayed the same in hospitals.</p> <p>Can identify what has stayed the same and what has changed in the way houses are built.</p>
<p>Vocabulary</p>	<p>Yesterday today A long time ago new old same different</p>	<p>Then before now next soon change past present old young new yesterday today tomorrow</p>	<p>Then now after before new next old inventors Victorian monarch Queen Victoria Wright Brothers</p>	<p>After Before Next Now Past Present Then Yesterday Century Decade During Historical Modern Recently Account Artefact Chronological Diary Event Evidence Historian Museum Sequence Source Timeline</p>



			<p>changed modern timeline artefact chronology compare, past present Communication modern changes same different transport travel</p>	<p>Parliament significant Government chronological order timeline Charles II Florence Nightingale Guy Fawkes Samuel Pepys 1666, firehooks, Pudding Lane, diary, flammable, plague, Thomas Farrinor, wooden, Tudor houses, Christopher Wren, Lord Mayor, rapidly, disease nurse, determined, soldiers, patients, injured, wounded, Crimean war, hygiene, Castles, long ago, arrow loops, drawbridge, moat, bailey, portcullis, battlements, keep, flag, lamp, medicine, castle, turret, battlements, compare, portcullis, noble, lord, cook, priest, soldiers, gong farmer, knight, servants, Gandhi, peaceful, influence, empire</p>
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