

	Reception	Year 1 (Themes: The History of Me, Space travel, Florence Nightingale and Edith Cavell)	Year 2 (Themes: The Great Fire of London, Mayflower, Rosa Park)
Chronology	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives 	<ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Talk about past and present events in their own lives and in lives of family members. Begin to use dates with support 	<ul style="list-style-type: none"> Demonstrate an awareness of the past, using common words and phrases relating to the passing of time. Show where places, people and events fit into a broad chronological framework.
Historical Terms	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming and exploring meaning. Use terms, last week, last night, now, tomorrow, next week 	<ul style="list-style-type: none"> Develop, the use a wide vocabulary of historical terms, such as: a long time ago, when my were younger, years. 	<ul style="list-style-type: none"> Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries.

‘SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD’

Belong

Creative

Sustainability

Curious

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Historical Enquiry	<ul style="list-style-type: none"> Be curious about people and show interest in stories. Answer 'how' and 'why' questions ... in response to stories or events with some support Explain own knowledge and understanding, and begin to ask questions. Know that information can be retrieved from books and computers. Record, using marks they can interpret and explain. 	<ul style="list-style-type: none"> Ask questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Begin to explore how we could answer these. Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. Use parts of stories/books and other sources to show understanding of events Communicate understanding of the past in a variety of ways with visual support. 	<ul style="list-style-type: none"> Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Suggest some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories/books and other sources to show understanding of events Communicate and present understanding of the past in a variety of ways.
Interpreting History	Explore different ways that the past is represented.	Discuss different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.	Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.

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Continuity and Change	Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time	Discuss change and continuity in an aspect of life.	Identify change and continuity in an aspect of life.
Cause and Consequence	For instance: Question why things happen and give explanations	Discuss why people did things. Discuss why some events happened. Discuss what happened as a result of people's actions or events.	Recognise why people did things. Recognise why some events happened. Recognise what happened as a result of people's actions or events.

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Similarities and Differences	Know about similarities and differences between themselves and others, and among families, communities and traditions	Discuss similarities and differences between ways of life in different periods, including their own lives.	Identify similarities and differences between ways of life in different periods, including their own lives.
Significance	Recognise and describe special times or events for family or friends	Recognise and make simple observations about who was important in an historical event e.g. talk about important places and who was important	Recognise and make simple observations about who was important in an historical event and account, e.g. talk about important places and who was important and why.

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