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|   | *Reception*  | *Year 1*  | *Year 2*  |
| Chronological Understanding  | Recognise the difference between past and present and old and new. Understand and use vocabulary such as: **yesterday, last week, at the weekend,** **this morning, last night**  | Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to passing of time: **old, new, a long time ago, the olden days, past, present.**   | Show an awareness of the past, using common words and phrases relating to the passing of time: **in order, a long time ago, recently, decades and centuries, in my lifetime, modern, old-fashioned.** Describe where the people and events studied fit within a chronological framework. Identify similarities and differences between ways of life in different periods.  |
| Historical Enquiry  | Sort objects by difference. Draw on their experiences and what has been read in class. Understand and use vocabulary such as: **how, why, because, find out, I wonder what/if/when/why**  | Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer relevant basic questions about the past using a wide range of sources and artefacts (speaking and listening focus). Sort and compare artefacts and pictures from 'then’ and ‘now’   | Observe and handle sources to answer questions about the past on the basis of simple observations. Use why, what, who, how, where to ask questions and find answers. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events   |
| Historical Interpretation  | Understand the past through settings, characters and events encountered in books read in class and storytelling.  | Relate their own account of an event and understand that others may give a different version. Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? | Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories  |
| Organisation and Communication  | Talk about the lives of the people around them and their roles in society. Drawing drama/role play writing – labelling.  | Discuss using simple appropriate vocabulary. Write simple captions and sentences, label and annotate drawings and photographs. Orally retell/perform.  | Write captions and sentences. Label and annotate a picture/painting showing significant features. Use increasingly period specific vocabulary and dates in writing, oral explanations. Retell events in simple, structured way using temporal markers. Can use ‘another reason’ and ‘also’ which connects ideas. Make increasing use of subject- specific precise vocabulary.  |
| Range and Depth of Historical Knowledge  | Recognise some similarities and differences between things in the past and now. Talk about the lives of the people around them and their roles in society. Understand and use vocabulary such as: **I can see, I saw, same, different, similar, change, because, explain**  | Recognise the difference between past and present in their own and others' lives. Know and recount episodes from stories about the past.  | Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.  |