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| **Areas of Study** | **Chronological Awareness** |
| * **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. •** * **Events beyond living memory which are significant nationally or globally. •** * **The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.** * **Significant historical events, people and places in their own locality.** | * Understand the difference between things that happened in the past and the present. • * **Show an awareness of the past and use the words past and present when telling others about an event** * Describe things that happened to themselves and other people in the past • * **Recount changes in my own life over time.** * Place known events and objects in chronological order (timeline) • * **Describe how to use a timeline and how to read it.** * Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. * **Identify similarities and differences between ways of life in different periods** |
| **Characteristic Features** | **Interpretation** |
| * Recall some facts about people/events before living memory • * Say why people may have acted the way they did. • * Identify some similarities and differences between ways of life in different periods * **Use information to describe the past. • Describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Recount the main events from a significant event in history.** | * Look at books, videos, photographs, pictures and artefacts to find out about the past. • * Relate his/her own account of an event and understand that others may give a different version * **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. • Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?** |
| **Enquiry** | **Change and continuity** |
| * Describe some simple similarities and differences between artefacts. • Find answers to some simple questions about the past from simple sources of information e.g. ‘What do you think it could have been used for?’ • * Sort artefacts from 'then' and 'now'. • Ask and answer relevant basic questions about the past * **Understand some of the ways in which we find out about the past • Identify different ways in which the past is represented. •** * **Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.** | * To know that people change as they grow older. * **To know that throughout someone’s lifetime, some things will change and some things will stay the same.** * Being aware that some things have changed and some have stayed the same in their own lives. * **To know that daily life has changed over time but that there are some similarities to life today.** * Identify simple changes with objects, photos and ideas. * **Identify and describe changes with objects, photos and ideas that some things have stayed the same as the past.** |
| **Vocabulary** | **Organisation** |
| **Tier 3 Mining**  **Tier 3 Explorers**  **Tier 3 Titantic** | * Sort events or objects into groups (i.e. then and now.) • Use timelines to order events or objects. • Tell stories about the past, including role-play. • Talk, draw or write about aspects of the past * **Use a wide vocabulary of everyday historical terms to describe objects, people or events in history. • Speak about how he/she has found out about the past e.g. through role-play. • Record what he/she has learned by drawing and writing, including using ICT.** |