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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**
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| **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?**
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| **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.**
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| **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.**
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