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| Year 1/2 Year 1 |
|  |  Topic 1 |  Topic 2 |  Topic 3 |
|  | Earth and Space (Explorers) | Toys  | Seaside |
| Chronology | Show their developing knowledge and understanding of the past by:* Recognising the distinction between present and past in their own and other people's lives *(e.g. Christopher Columbus).*
* Identifying some similarities and differences between ways of life in different periods *(e.g. Neil Armstrong and Christopher Columbus).*
* Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago,

past…). | Show their developing knowledge and understanding of the past by:* Recognising the distinction between present and past in their own and other people's lives *(e.g. what children play with now compared to Victorian times).*
* Identifying some similarities and differences between ways of life in different periods *(e.g. toys and games now and then).*
* Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times…).
 | Show their developing knowledge and understanding of the past by:* Recognising the distinction between present and past in their own and other people's lives *(e.g. leisure and tourism in Victorian times).*
* Identifying some similarities and differences between ways of life in different periods *(e.g. seaside resorts now and then).*
* Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times…).
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| Events, People and Changes | To tell the difference between past and present in their own and other people’s lives by:* Using and making simple comparisons to parts of stories *(such as those about explorers)*, and features of events *(such as the first moon landing).*
* Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.
* Recount simple stories accurately and suggest why people and events were important.
 | * To tell the difference between past and present in their own and other people’s lives by Using and making simple comparisons to parts of stories (Such as Paddington Bear and features of events
* Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.
* Use simple stories and other sources to show that they understand key features of events.
 | * To tell the difference between past and present in their own and other people’s lives by Using and making simple comparisons to parts of stories and features of events *(e.g. aspects of leisure such as ice creams and the penny lick).*
* Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.
* Use simple stories and other sources to show that they understand key features of events.
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| Communication | * To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).
* Understand historical concepts and use them to make simple connections and draw contrasts *(such as between explorers and themselves).*
 | * Understand and use the simple historical concepts such as now/then and same/different.
* To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).
* Understand historical concepts and use them to make simple connections and draw contrasts *(e.g. between the Victorians and themselves).*
 | * Understand and use the simple historical concepts such as now/then and same/different.
* To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).
* Understand historical concepts and use them to make simple connections and draw contrasts *(e.g. between the Victorians and themselves).*
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| Enquiry, Interpretation and Using Sources | * Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources.
* Begin to understand the importance of basing ideas on source evidence 'I think this because in the picture...'
* Begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources *'...I thought this.... but now I have listened to the story and looked at the picture I think this...'*
 | * Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures and written sources.
* Identify some of the basic ways the past can be represented.

To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). Visit Norton Priory | * Ask and answer questions about the past through observing and handling a range of sources, such as pictures and written sources.
* Identify some of the basic ways the past can be represented.
* To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).
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| Year 1/2 Year 2 |
|  | Topic 1 | Topic 2 | Topic 3 |
|  |  Where I live | Transport/Journeys | Cities |
| Chronology | Show their developing knowledge and understanding of the past by:* Recognising the distinction between present and past in their own and other people's lives *(homes in Bootle 100 years ago).*
* Identifying some similarities and differences between ways of life in different periods *(e.g. homes/household objects/method of communication now and then).*
* Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times…).
 | Show their developing knowledge and understanding of the past by:* Recognising the distinction between past and present (eg What transport was like in the past compared to now)
* Identifying some similarities and differences between ways of life in different periods *(e.g. modes of transport now and then).*
* Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times…).
 | Show their emerging knowledge and understanding of the past by:* Recognising the distinction between past and present *(e.g. London's 1666 houses and people and their modern equivalent).*
* Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).

Show their developing knowledge and understanding of the past by:* Identifying some similarities and differences between ways of life in different periods.
* Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past…).
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| Events, People and Changes | * To tell the difference between past and present in their own and other people’s lives by Using and making simple comparisons to parts of stories and features of events *(e.g. aspects of the home/life style and communication).*
* Recognise and identify different ways of life at different times. use a range of sources to find out characteristic features of people’s homes in the past.
* Learn about how people lived at different times. (Visit Pier masters house Liverpool or the boat museum) describe similarities and differences in household artefacts.

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 | To tell the difference between past and present in their own and other people’s lives by:* Using and making simple comparisons to features of events *(The first train/First Flight).*
* Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.

Recount simple stories accurately and suggest why people and events were important.  [Robert Stephenson](https://en.wikipedia.org/wiki/Robert_Stephenson)’s Rocket and The Rainhill trials. The Wright Brothers – The first aeroplan | * To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to parts of stories, and features of events.
* Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied *(e.g. comparing modern fire engines to fire marks and leather buckets).*
* Use simple stories and other sources to show that they know and understand key features of events.
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| Communication | * Understand and use the simple historical concepts such as now/then and same/different.
* To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).
* Understand historical concepts and use them to make simple connections and draw contrasts *(e.g. between the Victorians and themselves).*

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 | * To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).
* Understand historical concepts and use them to make simple connections and draw contrasts *(such as between inventors and themselves).*
 | * To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing)*.
* Understand historical concepts and use them to make simple connections and draw contrasts.
 |
| Enquiry, Interpretation and Using Sources | * Ask and answer questions about the past through observing and handling a range of sources, such as pictures, objects and written sources.
* Identify some of the basic ways the past can be represented.
* To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).

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 | * Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources.
* Begin to understand the importance of basing ideas on source evidence 'I think this because in the picture...'
* Begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources *'...I thought this.... but now I have listened to the story and looked at the picture I think this...'*
 | * Use sources to answer simple questions about the past.
* Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written

Sources.To begin to understand the reasons why people in the past acted as they did from a range of sources *(e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films).* |