



National Curriculum Subject Content

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **1**
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] **2**
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] **3**
- significant historical events, people and places in their own locality. **4**

Year	Story of My Life	Time Travelling Doctor
1	<ul style="list-style-type: none"> Put up to three objects in chronological order (recent history). Use words and phrases like: old, new and a long time ago. Tell me about things that happened when they were little. Recognise that a story that is read to them may have happened a long time ago. Know that some objects belonged to the past. Retell a familiar story set in the past. Explain how they have changed since they were born. Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Begin to identify the main differences between old and new objects. Identify objects from the past, such as vinyl records. Ask and answer questions about old and new objects. Spot old and new things in a picture. Answer questions using an artefact/ photograph provided. Give a plausible explanation about what an object was used for in the past. 	<ul style="list-style-type: none"> Put up to three objects in chronological order (recent history). Use words and phrases like: old, new and a long time ago. Recognise that a story that is read to them may have happened a long time ago. Know that some objects belonged to the past. Retell a familiar story set in the past. Appreciate that some famous people have helped our lives be better today. Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. Begin to identify the main differences between old and new objects. Identify objects from the past, such as vinyl records. Ask and answer questions about old and new objects. Spot old and new things in a picture. Answer questions using an artefact/ photograph provided. Give a plausible explanation about what an object was used for in the past.
	<p>Challenging</p> <ul style="list-style-type: none"> Put up to five objects/events in chronological order (recent history). Use words and phrases like: very old, when mummy and daddy were little. Use the words before and after correctly. Say why they think a story was set in the past. Answer questions using a range of artefacts/ photographs provided. Find out more about a famous person from the past and carry out some research on him or her. 	<ul style="list-style-type: none"> Explain why certain objects were different in the past, e.g. iron, music systems, televisions. Tell us about an important historical event that happened in the past. Explain differences between past and present in their life and that of other children from a different time in history. Know who will succeed the queen and how the succession works.
2	<ul style="list-style-type: none"> Use words and phrases like: before I was born, when I was younger. Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. Use the words 'past' and 'present' accurately. Use a range of appropriate words and phrases to describe the past. <p>Sequence a set of events in chronological order and give reasons for their order..</p> <ul style="list-style-type: none"> Explain how their local area was different in the past. Give examples of things that are different in their life from that of their grandparents when they were young. Explain why Britain has a special history by naming some famous events and some famous people. Explain what is meant by a parliament. Find out something about the past by talking to an older person. Answer questions by using a specific source, such as an information book. Research about a famous event that happens in Britain and why it has been happening for some time. Research the life of someone who used to live in their area using the Internet and other sources to find out about them. 	<ul style="list-style-type: none"> Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. Use the words 'past' and 'present' accurately. Use a range of appropriate words and phrases to describe the past. <p>Sequence a set of events in chronological order and give reasons for their order.</p> <ul style="list-style-type: none"> Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. Recount some interesting facts from an historical event, such as where the 'Fire of London' started. Explain why Britain has a special history by naming some famous events and some famous people. Explain what is meant by a parliament Answer questions by using a specific source, such as an information book. Research the life of a famous Briton from the past using different resources to help them. Research about a famous event that happens in Britain and why it has been happening for some time.
	<p>Challenging</p> <ul style="list-style-type: none"> Sequence a set of objects in chronological order and give reasons for their order. Sequence events about their own life. Try to work out how long ago an event happened. Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times. 	<ul style="list-style-type: none"> Say at least two ways they can find out about the past, for example using books and the internet. Explain why eye-witness accounts may vary. Research about a famous event that happens somewhere else in the world and why it has been happening for some time. Explain why their locality (as wide as it needs to be) is associated with a special historical event. Explain what is meant by a democracy and why it is a good thing.