

History Pathway



	Nursery	Reception	Rec/Y1	Year1/2	Year 2	Expectation
Chronological Understanding	Can retell a simple past event in correct order (eg went down slide, hurt finger)	<p>Can talk about past and present events in own life and in the lives of family members.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Can put up to 3 objects in chronological order (recent history)</p> <p>Can use words and phrases like: old, new and a long time ago</p> <p>Can tell others about things that happened when they were little</p>	<p>Can put up to 3 objects in chronological order (recent history)</p> <p>Can use words and phrases like: old, new and a long time ago</p> <p>Can tell others about things that happened when they were little</p> <p>Can recognise that a story that is read to them may have happened a long time ago</p> <p>Can understand that some objects belonged to the past</p>	<p>Can use words and phrases like: before I was born, when I was younger</p> <p>Can use words and phrases like: before, after, past, present, then and now in their historical learning</p> <p>Can use a range of appropriate words and phrases to describe the past</p> <p>Can sequence a set of events in chronological order and give reason for their order</p>	<p>Pupils should be taught about:</p> <p>Changes within living memory- where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally eg the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries- Bonfire night/Armistice...</p>

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				<p>Can retell a familiar story set in the past</p> <p>Can explain how they have changed since they were born</p>		
<p>Knowledge and Understanding</p>	<p>Begin to make sense of their own life-story.</p>	<p>Can make observations of animals and plants and explain why some things occur, and talk about changes, for example the life cycle of a caterpillar and considering the obvious changes over time.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and</p>	<p>Can appreciate that some famous people have helped our lives be better today</p> <p>Can begin to identify the main differences between old and new objects</p> <p>Can identify objects from the past, such as old toys</p> <p>Can give examples of things that are different in their life from that of</p>	<p>Can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</p> <p>Can understand that we have a queen who rules us and that Britain has had a king or queen for many years</p> <p>Can recount the life of someone famous from Britain e.g. Samuel Pepys who lived in</p>	<p>Can explain how their local area was different in the past</p> <p>Can explain why Britain has a special history by naming some significant famous events and people- Armistice/Guy Fawkes</p> <p>Can explain what is meant by a parliament</p> <p>Can recount some interesting facts from historical</p>	<p>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 e.g. Elizabeth 1 Queen Victoria, Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale and Mother Theresa</p>

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		<p>what has been read in class</p>	<p>their grandparents when they were young</p>	<p>the past giving attention to what they did earlier and what they did later</p> <p>Can recount some interesting facts from an historical event, such as The Great Fire of London</p>	<p>events of international significance, such as first space flight/moon landing...</p> <p>Can recount some interesting facts about famous people who have contributed to national and international achievement</p> <p>Can use knowledge of different famous people to compare aspects of life in different periods</p> <p>Can explain why someone in the past acted in the way they did- Guy Fawkes, Florence Nightingale</p>	
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<p>Historical Enquiry</p>	<p>Can comment and ask questions about aspects of my familiar world.</p> <p>Begin to make sense of their own family's history.</p>	<p>Talk about the lives of the people around them and their roles in society</p>	<p>Can ask and answer questions about old and new objects Can spot old and new things in a picture</p> <p>Can answer questions using an artefact/ photograph provided</p> <p>Can give a plausible explanation about what an object was used for in the past</p>	<p>Can answer questions using a range of artefacts/ photographs provided</p> <p>Can find out more about a famous person from the past and carry out some research on him or her</p> <p>Can find out something about the past by talking to an older person</p>	<p>Can answer questions by using a specific source, such as an information book</p> <p>Can research the life of a famous person/event from the past using different resources to help them</p> <p>Can research about a famous event that happens in Britain and why it has been happening for some time</p> <p>Can research the life of someone who used to live in their area using the Internet and other sources to find out about them</p>	<p>Significant historical events, objects, people and places in their own locality</p>
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Armistice - 2 minute silence link

https://www.youtube.com/watch?v=X_qiAnKLmQM