

History Pathway



	Nursery	Reception	Year 1	Year 2	Expectation
Chronological Understanding	Can retell a simple past event in correct order (e.g. 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</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 retell a familiar story set in the past</p> <p>Can explain how they have changed since they were born</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>Have an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>
		Today, yesterday, tomorrow, now, the past, old, new, long time ago,	before, after, past, present, then and now, the future, year, dates, earliest, latest, modern, long ago, timeline	ancient, decade, century, chronological, era, period	

History Pathway



<p>Knowledge and Understanding</p>	<p>Begin to make sense of their own life story</p> <p>Talk about the lives of the people around them and their roles in society</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Can recall celebration days/anniversaries for events that happened in the past</p> <p>Can begin to identify the main differences between old and new objects</p>	<p>Can explain how their local area was different in the past</p> <p>Can appreciate that some people from the past have helped our lives be better today</p> <p>Can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</p> <p>Can give examples of things that are different in their life from that of their grandparents when they were young</p> <p>Can recount the life of someone famous from Britain e.g. Samuel Pepys who lived in the past giving attention to what they did earlier and what they did later. Can recount some</p>	<p>Can explain why Britain has a special history by naming some significant famous events and people- Armistice/Guy Fawkes</p> <p>Can recount some interesting facts from historical events of international significance, such as first space flight/moon landing...</p> <p>Can explain why someone in the past acted in the way they did- Guy Fawkes, Florence Nightingale</p> <p>Can use knowledge of different famous people to compare aspects of life in different periods</p> <p>Can recount some interesting facts about famous people who have contributed to national and</p>	<p>To know and understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To know and understand events beyond living memory that are significant nationally or globally</p> <p>To know and understand significant historical events, people and places in their own locality.</p>
---	---	--	--	---	--

History Pathway



			interesting facts from an historical event, such as The Great Fire of London	international achievement	
	Baby, little, now, mummy, daddy, police, firefighter, doctor, nurse, teacher	Bonfire night, Guy Fawkes, houses of parliament, black history month, Martin Luther King, remembrance day, poppy, Jesus, windmill, steam train, hot air balloon,	Great fire of London, Samuel Pepys, 1666, pudding lane, fire chain, Ernest Shackleton, Polar explorers, expeditions, Victorian, Queen Victoria, similar, different, compare	Hans Lippershey, Galileo, discovery, space race, Apollo 11 mission, Neil Armstrong, Katherine Johnson, Castle, battle, invade, Normans, Motte and bailey, keep and bailey, Medieval, Middle Ages, attack, defend, Battle of Hastings William the Conqueror, Florence Nightingale, Mary Seacole, Crimean war	
Historical Enquiry	Can comment and ask questions about aspects of their familiar world.	Talk about the lives of the people around them and their roles in society	Can give a plausible explanation about what an object was used for in the past	Can answer questions by using a specific source, such as an information book	Ask and answer questions, choosing and using parts of stories and other sources to show that they know

History Pathway



	<p>Begin to make sense of their own family's history.</p>	<p>Can ask and answer questions about old and new objects</p> <p>Can spot old and new things in a picture</p> <p>Can answer questions using an artefact/ photograph provided</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</p> <p>Can find out something about the past by talking to an older person</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>and understand key features of events</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
	<p>Mummy, Daddy, parent, grandparent,</p>	<p>Who, what, I can see, I wonder</p>	<p>Detective, diary, evidence artefact, when, memory,</p>	<p>Why, source, opinion, research, recount,</p>	