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| **Pupils should be taught about:** | **EYFS** | | **Year 1** | | **Year 2** | |
| Learning objectives | Skills/Vocabulary | Learning objectives | Skills/Vocabulary | Learning objectives | Skills/Vocabulary |
| changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | To identify changes within their own living memory  (e.g. All about me)  Develop an awareness of the past, using common words and phrases relating to the passing of time. | Today, yesterday, tomorrow, before, after, a long time ago | To order events chronologically using pictorial clues  (e.g. W, W and A)  Develop an awareness of the past, using common words and phrases relating to the passing of time. | Today, yesterday, tomorrow, before, after, a long time ago, recently, in the past, present, years, decade, century | To sequence an event chronologically (e.g. GFoL)  Develop an awareness of the past, using common words and phrases relating to the passing of time. | Today, yesterday, tomorrow, before, after, a long time ago, recently, in the past, present, years, decade, century, dates of events |
| 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] |  |  | To understand the significance of a historical event e.g. the Gunpowder Plot (national); the invention of vehicles (global) |  | To understand and explain the significance of a historical event e.g. The Great Fire of London (national); Remembrance Day (global) |  |
| significant historical events, people and places in their own locality. | To ask questions to find out about the past  To explore, observe and make comparisons |  | To ask and answer questions about the past.  To use artefacts, pictures, stories, eye-witness accounts, online sources and databases to |  | To ask and answer questions about the past and express a viewpoint.  Use artefacts, pictures, stories, eye-witness accounts, online sources and databases to find out about the past. |  |
| 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] | To talk about their immediate family and what life was like for them growing up. |  | To find out about a famous person and talk about why and how they became famous  To compare aspects of life in two different periods. |  | To find out about a famous person by exploring why and how they became famous.  To recognise the significant impact they have had nationally or internationally.  To compare two famous people and their achievements. |  |