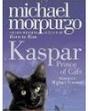


Key Vocabulary	<p><b>Reception Vocabulary</b> Past, old, modern, new, change, future, before, long time ago, born, little, family, friends, history, year, month, dates, day, weeks, celebrations, festival, next, now, currently, present, difference, same, similar, before, after, past, present, then and now; before I was born, when I was younger</p> <p><b>Year 1 &amp; 2 Vocabulary</b> Ancient, timeline, living memory, decade, modern, date order, century, long ago, artefact, historical enquiry and historic source, cause, consequence. Chronological order, Parliament, traitor, research, historians, evidence, impact, treason, era/period, class structure (upper, middle, lower).</p>		
Year group	Year 1		Year 2
	Chronological understanding	Knowledge and interpretation	Historical enquiry
	<ul style="list-style-type: none"> <li>• Sequence a set of events in chronological order and give reasons for their order.</li> <li>• Sequence events about their own life.</li> <li>• Sequence events about the life of a famous person.</li> <li>• Can they try to work out how long ago an event happened.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• Explain how their local area was different in the past.</li> <li>• Recount some interesting facts from an historical event.</li> <li>• Give examples of things that are different in their life from that of their grandparents when they were young.</li> <li>• Explain why Britain has a special history by naming some famous events and some famous people.</li> </ul> <p>Give examples of things that are different in their life from that of a long time ago in a specific period of history.</p> <ul style="list-style-type: none"> <li>• Explain why someone in the past acted in the way they did.</li> </ul>	<p>Find out something about the past by talking to an older person.</p> <ul style="list-style-type: none"> <li>• Answer questions by using a specific source, such as an information book.</li> <li>• Research the life of a famous Briton from the past using different resources to help them.</li> <li>• Research about a famous event that happens in Britain and why it has been happening for some time.</li> <li>• Research the life of someone who used to live in their area using the Internet and other sources to find out about them.</li> <li>• Explain why eye-witness accounts may vary.</li> </ul> <p>Can they say at least two ways they can find out about the past, for example using books and the internet</p>
Areas of study	<p><b>Significant historical events, people and places –</b> Changes in living memory within 100 years – Study of the changes in Outline over 100-year period – What toys did the children play with/what did they do? <b>Chronology</b> – Use historical source (pictures and artefacts) of toys to order from past to present. Cause and consequence of building of the M62. Where did people work? M62 -? Compare past and present.</p> <p><b>Lives of significant individuals in the past</b> Amy Johnson – female pilot. Wright brothers</p> <p><b>Events beyond living memory that are significant Nationally or globally –</b> First aeroplane flight. Events in flight history – to be added to class timeline.</p> 		<p><b>Events beyond living memory that are significant Nationally or globally –</b>  Titanic - class structures, social history and economic history.</p> <p><b>Significant historical events, people and places –</b> Great Fire of London - Samuel Pepys Changes beyond living memory – Study of the changes in London – cause and consequence of GFoL changes to living standards, houses etc. <b>Chronology</b> – Use historical source (pictures and artefacts) to do a historical enquiry to order events.</p> <p><b>Significant historical events, people and places –</b> Gunpowder plot - Guy Fawkes Explain what is meant by a parliament.</p>

**Armistice day – What is Remembrance Day and why do we have poppies?**

**History of the seaside** – Changes to the seaside within living memory (Victorian to present).  
Historical enquiry – Travel, what they did, what they wore etc (Magic Grandpa BBC series).

**Visit to Lytham St Annes**

Historical enquiry into the pier, difference between Blackpool and Lytham St Annes  
Grace Darling - Cause and consequence of Grace Darling saving lives and inspiration of the lifeboats (link also to Titanic).

**Chronology** – Use historical source (pictures and artefacts) to do a historical enquiry to order events.

**Armistice day – What happens on Remembrance Day?**