



History PoSK

	YR	Year 1	Year 2
Chronology Know how people and events fit within a chronological framework	Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. Use words and phrases to show the passing of time Talk about now...next/ now...before	Know that simple stories have a beginning, a middle and an end by correctly sequencing three events. Use simple timelines to sequence processes, events and objects within their own experience. Use words and phrases to show the passing of time e.g. now, yesterday, last week, a long time ago, a very long time ago, old, new, now, then, soon	Can sequence parts of a more complex story where action takes place over a long period of time. e.g. realise that Queen Victoria's life can be split into different phases. Use words and phrases to show the passing of time e.g. before I was born, Use a timeline to place important events
Historical enquiry Ask and answer questions	Answer 'how' and 'why' questions about their experiences and in response to stories or actual events they have taken part in	Ask and answer questions relating to different sources and objects.	Children can make simple deductions e.g. the teacher in the photo of the Victorian school is holding a cane, she must be strict. Use a source, ask questions-why, what, who, how, where, when to find answers and information.
Being able to decipher how the past is represented in different ways	Know that different families have different celebrations and ways of celebrating e.g. birthdays	Know that a familiar event like a birthday can be represented in lots of different ways e.g. a photo, a video etc. Can begin to understand that we have different views of familiar events. Can see that there are several versions of an event/story e.g. by comparing pictures.	Can see that there are different versions of real historical events e.g. different written and pictorial versions of life in a Victorian school. Can see that not all written accounts in books give exactly the same reason for something. Can understand that people can disagree about what happened in the past without one of them being wrong.



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Being able to organise and communicate effectively within a historical context	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Can talk about pictures of themselves using appropriate vocabulary e.g. when I was a baby... Can write simple sentences describing an event e.g. The great fire started in London. Can orally retell the main episodes of famous past events e.g. Great Fire of London	Can label and annotate a picture showing awareness of significant features not seen today. Can make increasing use of period specific vocabulary e.g. dolly, dolly tub, dunce hat Can explain why events have happened using connecting phrases e.g. "Another reason was" and "also"
Identify similarities and differences between ways of life in different periods	Talk about similarities and differences between themselves and others, and among families, communities and traditions	Describe differences then and now Recap some facts about people/events before living memory.	Can describe how feature of today may be similar/different from features of a different time period e.g. Victorian schools Can offer reasons why simple changes may occur. Can recognise that not everyone in the past had the same experiences e.g. Rich and poor in Victorian England.
Understanding cause and effect through history	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events.	Say why some people may have acted as they did in the past.	Look at evidence to give and explain reasons why people in the past may have acted as they did, why an event took place, consequences of people's actions