



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