

End of year Expectations for History

Year 1

Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<ul style="list-style-type: none"> Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 	<ul style="list-style-type: none"> Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory (including aspects of national life where appropriate). 	<ul style="list-style-type: none"> Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which the past can be represented. Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> Describe special or significant events. Retell simple stories or events from the past. Use simple historical terms.

Year 2

Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<ul style="list-style-type: none"> Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time. 	<ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time. Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> Talk about what / who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts.