

## Key Learning in History: Years 1 and 2

Chronology	Events, People and Changes	Communication
<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present.</li> <li>▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past.</li> <li>▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</li> </ul> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between present and past in their own and other people's lives.</li> <li>▪ Identifying some similarities and differences between ways of life in different periods.</li> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events.</li> <li>▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>▪ Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand and use simple historical concepts such as now/then and same/different.</li> <li>▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</li> <li>▪ Understand historical concepts and use them to make simple connections and draw contrasts.</li> </ul>
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> <li>▪ Use sources to answer <i>simple</i> questions about the past.</li> <li>▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify some of the <i>basic</i> ways the past can be represented.</li> <li>▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).</li> </ul>	