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| **Chronological understanding** | **Knowledge and interpretation** | **Historical enquiry** |
| * Can they use words and phrases like: before I was born, when I was younger? * Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? * Can they use the words ‘past’ and ‘present’ accurately? * Can they use a range of appropriate words and phrases to describe the past? * Can they sequence a set of events in chronological order and give reasons for their order? | * Can they 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? * Can they recount some interesting facts from an historical event, such as where the ‘Fire of London’ started? * Can they explain why Britain has a special history by naming some famous events and some famous people? * Can they explain what is meant by a parliament? | * Can they answer questions by using a specific source, such as an information book? * Can they research the life of a famous Briton from the past using different resources to help them? |
| **Challenge** | | |
| * Can they sequence events about the life of a famous person? * Can they try to work out how long ago an event happened? | * Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? * Can they explain why someone in the past acted in the way they did? | * Can they say at least two ways they can find out about the past, for example using books and the internet? * Can they explain why eye-witness accounts may vary? |