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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?
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| **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?
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