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| Historical enquiry | Chronological understanding | Knowledge and interpretation | Vocabulary |
| * To know about the lives of significant historical figures, comparing from different time periods (**National Curriculum Objective**) * To know about significant local people (**National Curriculum Objective)** * To find out something about the past by talking to an older person? * To answer questions by using a specific source, such as an information book? * To research the life of a famous Briton from the past using different resources to help them? * To research about a famous event that happens in Britain and why it has been happening for some time? * To research the life of someone who used to live in their area using the Internet and other sources to find out about them? | * Use words and phrases like: before I was born, when I was younger? * Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? * Use the words ‘past’ and ‘present’ accurately? * Use a range of appropriate words and phrases to describe the past? * Sequence a set of events in chronological order and give reasons for their order? | * 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? * Explain how their local area was different in the past? * Recount some interesting facts from an historical event, such as where the ‘Fire of London’ started? * Give examples of things that are different in their life from that of their grandparents when they were young? * Explain why Britain has a special history by naming some famous events and some famous people? * Explain what is meant by a parliament? | Story making words in English lessons (once upon a time etc)  Moral, oral telling,  Past, legend, myth, fable, traditional tale,  Author, illustrator, blurb etc.  Beginning, middle end, problem, resolution, build up, cliffhanger, suspense, fiction, fairy tale  Jurassic, chronology, explorers, travel, Triassic, fossils, timeline, extinct, archaeologist, palaeontologist, Victorians |
| Challenge | | | |
| Historical enquiry | Chronological understanding | Knowledge and interpretation | Cultural Capital |
| * To say at least two ways they can find out about the past, for example using books and the internet? * To explain why eye-witness accounts may vary? * To research about a famous event that happens somewhere else in the world and why it has been happening for some time? | * Sequence a set of objects in chronological order and give reasons for their order? * Sequence events about their own life? * Sequence events about the life of a famous person? * Try to work out how long ago an event happened? | * 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? * Explain why someone in the past acted in the way they did? * Explain why their locality (as wide as it needs to be) is associated with a special historical event? * Explain what is meant by a democracy and why it is a good thing? | Dress up for awe and wonder  Trips  ‘History off the page’ workshop for Fire  Historical jobs and experiences |