

Milestones



Strands	Year 1 The Great Fire of London, Toys then and now), Local 'Heroes'.	Year 2 The Place Where I Live (local area), Explorers, Seasides in the past.	Year 3 Victorian Liverpool, Stone Age to Iron Age, Romans.
Chronology	<p>Recognise the distinction between Past and Present.</p> <p>Place events/objects in order by using common phrases to show the passing of time (old/new/younger).</p> <p>Identify some similarities and differences between present and past in their own and other peoples' lives.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time (up to 100 years in intervals of 10)</p> <p>Match objects to people of different ages</p>	<p>Recognise the distinction between past and present in their own and other peoples' lives.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>Know where some people and events fit into chronological framework by using common words and phrases about the passing of time (before, after, a long time ago).</p> <p>Sequence artefacts closer together in time – within the last 100 years and some beyond</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Use words and phrases such as recently, before, after, now and later.</p>	<p>Use specialist dates and terms by placing topics studied into different periods.</p> <p>Make some links between and across periods (such as the difference between clothes, food, building and transport).</p> <p>Use timelines to place events in order (intervals of 10/100)</p> <p>Understand timelines can be divided between BC and AD.</p> <p>Sequence several events or artefacts</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Use words and phrases: century, decade.</p>
Events, People and Changes	<p>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people they have studied.</p>	<p>Tell the difference between past and present in their own and other peoples' lives by using and making comparisons to parts of stories and features of events.</p> <p>Use simple stories and other to show that they know and understand key features of events.</p>	<p>Understand some significant aspects of history-nature of ancient civilisations.</p> <p>Describe some of the ways in which peoples' lives have shaped this nation.</p>
Communication	<p>Understand and use simple historical concepts such as now/then and same/different</p> <p>Show what they know about the past in different ways e.g. speaking, role play, drawing and writing.</p>	<p>Understand historical concepts and use them to make simple connections and draw contrasts</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information, referring to key historical terms and chronology.</p>



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<p>Enquiry, Interpretation and Using Sources</p>	<p>Use sources such as books, pictures and visitors to help them answer simple questions about the past. Understand some of the ways in which we find out about the past.</p>	<p>Ask and answer questions about the past through observing and handling a range of sources. Begin to understand the reasons why people in the past acted as they did from a range of sources.</p>	<p>Understand some of the methods of historical enquiry and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference and significance. Identify some of the ways in which the past can be represented, and that different versions of the past, such as an event, may exist (written sources, artist's pictures, museum displays).</p>
<p>Enrichment Experiences</p>	<p>Grandparent to visit school to talk about and show toys from their own childhood.</p>	<p>Grandparent or local visitor to talk about their childhood in Liverpool. Trip to Museum of Liverpool.</p>	<p>Trip to Chester Dewa Roman experience. Trip to look at Victorian buildings in Liverpool.</p>
<p>Key Vocabulary</p>	<p>A long time ago, then, now, years ago, change, similar and different, diary, London, capital</p>	<p>Timeline, years, days, yesterday, artefact, evidence, explorer, voyage, museum, local, locality</p>	<p>Chronology, centuries, Roman Empire, Emperor, Invader, defence, settler, industry, industrial, sanitation, famine</p>