

**Concept: – Historical enquiry**

**Cultural, ethnic and religious diversity - Y1/2**

**Topic: How people like Rosa Parks made the world a safer place.**

Previously, I have learnt ...

To ask and answer “why” questions about a text that has been read to me

To understand the past through settings, characters and events encountered in books

To talk about my own family and the people around me and describe features of them

To talk about the lives around me and their role in society

In Y1/2, I am learning...

To ask and answer questions

To answer questions by using a specific source, such as an information book.

About the different ways we find out about the past

Who Rosa Parks is and why she is famous

Who Nelson Mandela is and why he is famous

Understand that life was different for people of colour in the past

Understand the actions of Rosa Parks and people like her changed attitudes and beliefs

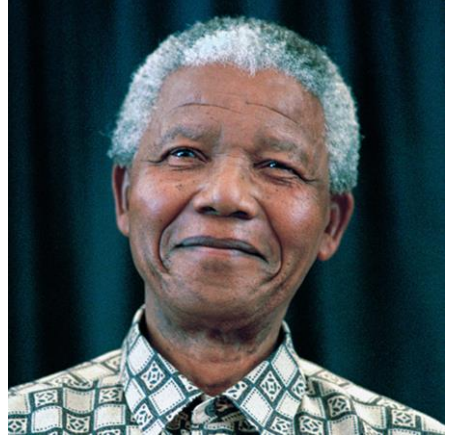
In the future, I will learn ...

To understand how knowledge of the past is constructed from a range of sources

To define the word legacy and I can name some legacies of Ancient Greece.

My Future

- Teacher
- Historian
- Anthropologist
- Politician
- Lawyer



old	before
new	after
past	different
today	same
tomorrow	similar
yesterday	like
long ago	



segregation  
apartheid  
discrimination  
inequality



Ancient, Greeks legacy primary source Mount Olympus architecture column doric	ionic Corinthian capital frieze pediment sculpture vase
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**Concept: Historical enquiry; Chronological understanding;  
Change and Continuity - Y1/2**

**Topic: Do we like to be beside the seaside?**

Previously, I have learnt ...

To take an interest in and comment on familiar situations from the past

To understand the past through settings, characters and events encountered in books

To understand that some events happened out of my own timeline

To use the vocabulary today, tomorrow, yesterday in the correct context

To sequence events using time specific words

To know some similarities and differences between things in the past and now drawing on my experiences and what I have learned in class

To talk about the lives around me and their role in society

To understand what different and similar means

old  
new  
past  
today  
tomorrow  
yesterday  
long ago

before  
after  
different  
same  
similar  
like

In Y1/2, I am learning...

To understand and use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'

That some objects belong to the past and can begin to explain why

To use a variety of sources to find out about how seaside towns have changed over time

To give a plausible explanation about what an object was used for in the past.

To identify the differences between seaside resorts in the past and now

To explain why these changes took place

Why seaside resorts became popular in the past

How UK seaside resorts have changed over time

The story of Grace Darling and to say why she is famous



holiday  
steam  
train  
spa  
funicular

bathing  
machines  
pier  
promenade  
parasol

In the future, I will learn ...

I can use a variety of sources to collect information about the past

I understand how knowledge of the past is constructed from a range of sources

I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE

I understand and can explain that significant discoveries or inventions create much change to the lives of people



archeologist  
archaeology  
prehistory  
artefact  
reconstruction  
drawing,

evidence  
community  
BC  
BCE  
AD  
CE

My Future

Historian  
Teacher  
Researcher  
Investigator  
Librarian  
Curator



**Concept:- Historical enquiry; Chronological understanding; Change and continuity - Y1/2** **Topic: Why are ipads more fun than my grandparents' toys?**

**Previously, I have learnt ...**

- To talk about non-fiction books and apply new knowledge and vocabulary
- To talk about my ideas regarding artefacts using my knowledge or seeking more information
- To use the vocabulary today, tomorrow, yesterday in the correct context
- To understand that some events that happened out of my own timeline
- To know some similarities and difference between things in the past and now drawing on my experiences and what I have learned in class
- To talk about my own family and the people around me and describe features of them
- To understand what different and similar means

**In Y1/2, I am learning...**

- To find out about the past by asking an older person
- To identify old and new things from photographs and in pictures
- To talk about things that happened when I was little.
- To understand and use words and phrases like: before I was born, when I was younger.
- To understand and use words and phrases like: old, new and a long time ago.
- To put objects in chronological order (recent history).
- To identify the main differences between old and new objects
- How I have changed since I was born.
- How my local area was different in the past.
- The similarities and differences between my life and that of my grandparents when they were young

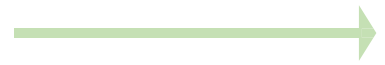
**In the future, I will learn ...**

- To devise my own questions
- To explain how knowledge of the past is gained from a range of sources
- To explain what an object was used for in the past and how it was made
- To put artefacts or information in chronological order from a long time ago
- To use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE

**My Future**

- Teacher
- Historian
- Researcher
- Genealogist
- Investigator

old	mum
new	dad
past	sister
today	brother
tomorrow	grandma
yesterday	grandad
long ago	different
Before	same
after	similar
family	like



- clockwork
- battery
- electrical
- tin
- metal plastic
- wooden
- blackboard
- chalk



- prehistory
- reconstruction
- drawing,
- evidence,
- settlement,
- community,
- BC, BCE, AD
- and CE



# Concept: Historical enquiry; Chronological understanding; Change and continuity - Y1/2

## Topic: Victorians

### Previously, I have learnt ...

To take an interest in and comment on unknown objects and familiar situations from the past

To talk about my ideas regarding artefacts using my knowledge or seeking more information

To use the vocabulary today, tomorrow, yesterday in the correct context

To begin to understand that some events happened out of my own timeline

To sequence events using time specific words

To know some similarities and difference between things in the past

To understand what different and similar means

old; new;  
past;  
today;  
tomorrow;  
yesterday;  
long ago;  
before; after;  
different;  
same; similar;  
like;



### In Y1/2, I am learning...

To ask and answer questions about school life in Victorian times

To use a range of sources to understand key features of Victorian life for children and to know the differences between the lives of children now and in Victorian times

To identify different ways in which Victorian life is represented

To research significant Victorian people to find out more about their lives

To understand and use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now';

To use a simple timeline to show when events happened from most recent to furthest in the past

To understand that some objects belong to the past and can begin to explain why

To give an explanation about what an object was used for in the past.

That we have a queen who rules us and that Britain has had a king or queen for many years.

That the Victorian era is named after Queen Victoria and recount her life

How new laws started to change the lives of children in Victorian times

Why Florence Nightingale is a significant figure and how she changed hospitals and nursing

present; then; now timeline;  
sequence; recent; artefact; Victorian;  
Queen Victoria; empire; school;  
blackboard; chalk; slate; dunce cap;  
ink well; mangle;

Posser; Prince Albert; coronation;  
steam engine; George Stevenson;  
railway;  
Florence Nightingale; Scutari;

### In the future, I will learn ...

To devise my own questions

To use a variety of sources to collect information about the past

To understand that different versions of the past may exist

To explain what an object was used for in the past and how it was made

To put artefacts or information in chronological order from a long time ago

To use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE

To understand and explain that significant discoveries or inventions create much change to the lives of people



invade, settle,  
civilization, citizen,  
conquer, primary  
source

### My Future

Teacher  
Historian  
Researcher  
Curator  
Restorer

