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| 2 | Autumn | Remembrance | * Events beyond living memory that are significant nationally or globally
 | * *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 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 research about a famous event that happens in Britain and why it has been happening for some time?*

*Greater Depth:** *Can they try to work out how long ago an event happened?*
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| Spring | What happened on Pudding Lane? | * events beyond living memory that are significant nationally or globally
 | * *Can they sequence a set of events in chronological order and give reasons for their order?*
* *Can they recount some interesting facts from an historical event, such as where the ‘Fire of London’ started?*
* *Can they answer questions by using a specific source, such as an information book?*
* *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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| Summer | Who was the Lady with the Lamp? | the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | * *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 research the life of a famous Briton from the past using different resources to help them?*

*Greater Depth:** *Can they sequence events about the life of a famous person?*
* *Can they sequence events about the life of a famous person?*
* *Can they explain why someone in the past acted in the way they did?*

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