

Strand	We can
Chronology	Place events / artefacts in order on a simple, given timeline, labelling or using some dates where appropriate (Great Fire of London, Samuel Pepys).
Interpreting and Investigating	Use artefacts, pictures, texts and online sources to find out about the past (Great Fire of London).
	Ask and answer questions such as: "What was it like for a..?" "What happened?" "Why did this happen?"
	Understand some ways that we find out about the past (Pepys Diary) (pictures / paintings / diary accounts / photos of recent past)
	Identify different types of sources.
Knowledge and Understanding	Give reasons why people from the past acted in the ways they did.
	Use information gained from (adult supported) research to identify similarities and differences between ways of life in different periods.
	Recognise and recount significant historical events, people and places in their own locality (Space moon landing. Guy Fawkes)
	Recognise changes within living memory of members of our community, and how this reflects national changes.
	Know about the lives of significant individuals in the past who have contributed to national / international achievements. (Samuel Pepys, King Charles) (David Attenborough, Greta Thunberg) Use some to compare aspects of life in different periods (e.g. hospital conditions before / after Florence Nightingale)
Vocab	Topic / subject related vocabulary: recently, before, after, now, later, in the past etc.