

Knowledge organiser Nursery – Year 2		Subject: History		
Aspect	Nursery	Reception	Year 1	Year 2
<b>Changes within living memory</b>	-understanding about themselves and how they have grown or changed e.g. "I cried when I was a baby"	- talking about how themselves, friends and family members have changed over time - understanding what changes, and what doesn't, as someone grows up (from baby, toddler, child, adult, elderly)	- creating a timeline of their own life and comparing their personal history to that of others -knowing the month they are born  - comparing the toys used in the past and those in present - comparing how we live now to past life by looking at how different people lived in a medieval castle and how hospitals have changed over time	- creating a personal family tree and creating a personal timeline with detailed time pointers e.g. their birthdate and key years and months of when events happened. - writing their birthdate  - shows an interest in current historical events and how they impact on their own lives
<b>Events beyond living memory that are significant nationally or globally</b>		- read stories and story tell to understand past events - Guy Fawkes and why he is remembered	-discussing the cause of the Gunpowder Plot and detailed chronological of the event and how it links to Warwick	-learning about the Great Fire of London -learning about the first aeroplane flight (Wright Brothers) and the first female flight across the Atlantic (Amelia Earhart)
<b>The lives of significant individuals from the past</b>	- explore stories about people and objects they are familiar or fascinating to them - explore pictures of people important to them	- recount increasingly detailed stories of significant individuals in their own lives - become aware of the relationships between	- compare the lives of Florence Nightingale and Mary Seacole and their impact on the Crimean War and their impact on modern medicine/the NHS	- David Attenborough and his impact on the climate change movement - Amelia Earhart and the Wright Brothers and their

	<ul style="list-style-type: none"> <li>- recount stories of significant individuals in their own lives</li> <li>- taking part in commemorative celebrations (e.g. Bonfire Night and Black History Month)</li> <li>- experiment with other people's views and actions of others during their play</li> </ul>	<p>social groups and the prejudice and discrimination between them by discussing the lives of diverse role models in the children's lives</p>	<ul style="list-style-type: none"> <li>- discuss Rosa Parks and her impact on equality</li> </ul>	<p>importance for aerospace development</p> <ul style="list-style-type: none"> <li>- discuss Martin Luther King and his impact on equality</li> </ul>
<b>Significant historical events, people and places in our locality</b>	<ul style="list-style-type: none"> <li>- explore pictures of their classroom environment and identifies how their learning environment has changed across the week, term and year</li> <li>- imitate everyday actions and events from their own family and cultural background</li> <li>- explore family, school and community customs and routines</li> </ul>	<ul style="list-style-type: none"> <li>- use photos and their own experiences to identify how the school has changed over time or stayed the same</li> </ul>	<ul style="list-style-type: none"> <li>- use photos to consider how the local area has changed or stayed the same</li> <li>- recognise the importance of George Eliot for our community</li> </ul>	<ul style="list-style-type: none"> <li>- use maps to consider how the local area has changed or stayed the same and state an opinion about whether it has changed for the better and why</li> <li>- compare The Great Fire of London with The Great Fire of Stratford</li> </ul>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>- discuss what happened today and yesterday, a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>- discuss what happened today, yesterday, last week, last term</li> <li>- discuss what came first, next, after that and last in past events</li> <li>- use and understand the terminology 'now' and 'a long time ago'</li> <li>- use the correct past tense to recall events</li> </ul>	<ul style="list-style-type: none"> <li>- discuss what happened in the past compared to the present</li> <li>- order simple events on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>- able to estimate era and time period by studying pictures/artefacts/facts from different sources</li> <li>- name key dates on events that they have studied</li> <li>- write chronological reports about what happened in the past</li> </ul>

		- recall and talk about significant past events in their own experiences in the correct order		- order increasingly detailed events on a timeline - identify where historical event/person they have learnt about 'fits' in history
<b>Historical enquiry</b>	- ask and answer 'what', 'where' and 'who' questions about events immediately happening in their environment or events in the 'near' past.	- ask appropriate questions about their friends or adults and what they were doing; ask and answer 'who', 'what', 'where' and 'how' questions about events in their own lives and people that are close to them.	- ask and answer questions about historical events or people - name and use a variety of sources that they are using to find out about an event or person in history	- ask increasingly detailed questions about historical events or people - differentiate between primary and secondary sources when finding out about an event or person in history
<b>Similarity and Difference</b>	- able to identify themselves in relation to social groups/their peers - begin to identify similarities and differences between themselves and their significant others	- know some similarities and differences between things in the past and now - talk about similarities and differences between themselves, others and between communities and cultures - talks about how features of their own immediate environments vary - notice similarities and differences in photographs from the past and present	- begin to compare how we live now to the lives of people in a medieval castle - make simple compare the lives of two people at a similar time in the past (Florence Nightingale and Mary Seacole) - make comparisons between objects (toys) from the past and now	- make detailed comparisons between people who lived at a similar time in the past (the Wright Brothers and Amelia Earhart) - make detailed comparisons about places as a consequence of a historical event (the Great Fire of London) - compare current historical events with historical events that they have learnt about

		-compare the lives of their parents/carers to their own lives		
<b>Cause and consequence</b>	- recognise that their actions have consequences (and these are sometimes not the consequence they'd like)	<ul style="list-style-type: none"> <li>- understand the impact that actions of their significant others or events in their own lives have on what they do now</li> <li>- can talk about the impact of peers and significant other's behaviour and its consequences</li> <li>- give extended explanations about why something has happened</li> </ul>	<ul style="list-style-type: none"> <li>- recognise what led to the Gunpowder Plot</li> <li>-comment on the impact of past events, or on how the actions of people in the past, have affected society now</li> </ul>	<ul style="list-style-type: none"> <li>- discuss why people did things in the past</li> <li>- discuss the impact of events on society and explain whether they are good or bad</li> </ul>