



## Key Vocabulary

### chronology

Chronology is the study of when things happened.

### historical source

Evidence of things that happened in the past.

### migration

The movement of people from one area or country to another.

### the past

Something that has happened before now

### the present

Something that is happening now

### timeline

A timeline is a way of presenting events in order of when they happened.

### society

A large group of people living together in an organised way.

### significant

Events or people that we remember because they are important.

## Knowledge I already have

### In Reception:

- I started to talk about things that had happened in the past.
- I learned about the history of toys by finding out about Margarete Steiff who invented the first teddy bear.
- I talked about how toys have changed over time.
- I talked about the chronology of my own life.
- I learned about the history of homes and how they have changed over time.

## Future Knowledge

### Later in Year 1:

- I will be learning about the Great Fire of London and considering how London has changed since then.
- I will be learning about the architecture of London.

### In Year 2:

- I will be expanding my knowledge of chronology by extending my timeline further into the past.
- I will be learning about significant people connected to my local area.
- I will be learning about prominent abolitionists and the abolitionist movement in the 1700s.
- I will be learning about prominent medics in the Victorian era.

## New Knowledge

### This half term:

- I am learning how a timeline helps us to order events in the past.
- I am building on my knowledge from Reception about my family's life by learning how to put events from my life and my families life onto a timeline.
- I am learning about the 1960s to help me to understand Floella Benjamin's story.
- I am learning that we know about the past because of sources including: eye witness accounts, books and photographs.

## Key Concepts

### Similarity and difference:

- I will be identifying the similarities and differences between the 1960s and my own life.

### Continuity and change

- I will be considering what has changed and what has stayed the same.

### Using sources

- I will be choosing and using parts of stories and other sources to show that I know and understand key features of event.

### Historical Significance

- I will start to think about what makes people historically significant.