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|  | Posing historical questions | Gathering, organising and evaluating evidence | Interpreting findings, analysing and making connections | Evaluating and drawing conclusions | Communicating findings |
| 2 year olds | Spot pictures of myself and my family around the classroom and point / say who and where it is. | Have access to a variety of different fiction/ non fiction books throughout the year. | Notice pictures of me as a toddler/ baby/ now.  | Exploring different pictures / books. Pointing and labelling ‘baby’ ‘mummy’ etc. start saying 2/ 3 words ‘mummy at beach’ etc | Exploring different pictures / books. Pointing and labelling ‘baby’ ‘mummy’ etc. start saying 2/ 3 words ‘mummy at beach’ etc |
| F1 | Ask questions about their friends pictures ‘who is that’ ‘where are you’ etc.  | Make simple observations about photographs of my family/ friendsMake simple observations in non fiction books/ illustrations in stories. | Sort pictures into me now/ baby/ toddler | Can I say if a photo is me now or a baby toddler? Making inferences about illustrations during story time/ welcomm | Making inferences of illustrations during story time/ welcomm |
| F2 | Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Ask questions tofind out more &amp;check theyunderstandwhat has beensaid to them. | Making simple observations about the past from photographs and images.Comment ofimages of familiarsituation in thepast.Understand thepast throughsettings,characters andeventsencountered inbooks read inclass andstorytelling. Listen to and talkabout selectednon fiction todevelop a deepfamiliarity withnew knowledgeand vocabularly. | Making simple observations about the past from photographs and images. | Deciding whether photographs or images (e.g. from stories) depict the past. | Communicating findings by pointing to images and using simple language to explain their thoughts. |
| Year 1 | Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). | Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source | Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). | Drawing simple conclusions to answer a question. | Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.) |