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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/ friends  Make 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 to  find out more &amp;  check they  understand  what has been  said to them. | Making simple observations about the past from photographs and images.  Comment of  images of familiar  situation in the  past.  Understand the  past through  settings,  characters and  events  encountered in  books read in  class and  storytelling.   Listen to and talk  about selected  non fiction to  develop a deep  familiarity with  new knowledge  and 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.) |