



## Chronological Understanding

### Early Years

**Its good to be me!**

**Me and my Community**

**Celebrations and People who help us**

**Build it up!**

Begin to make sense of their own life-story and family's history.

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Understand that some places are special to members of their community.

### Year 3 and 4

**Ancient Civilisations: Egypt**

**Anglo-Saxons and Vikings**

**Pre-Roman Britain**

**Roman Britain**

Children begin to build up a picture of some of the main events and historical periods which happened in Britain and the wider world and how these relate to each other.

Children can describe events and periods using increasingly complex vocabulary including AD, BC, decade and century. They can use dates to describe when specific events or periods occurred. They can use a timeline of a specific period of history to show the order key events or developments occurred. They can begin to use mathematical knowledge to work out how long ago events occurred. They are beginning to create timelines of their own within a period of history to show the order events took place. They begin to recognise the different time periods that exist between different groups that invaded Britain. Children can also plot periods of history on a timeline. They can begin to apply their mathematical knowledge to work out the time elapsed between key events and can round up or down to give a more approximate difference in centuries or decades.

### Year 1 and 2

**Why Are Explorers Significant?**

**The First Flight**

**Local History Study – Lady Anne Clifford**

**Toys through time**

Children begin to explore chronology beyond their own lifetime. They will learn vocabulary associated with chronology such as “old”, “new”, “modern”, “ancient”, “before”, “after”, “past” and “present”. They will also learn vocabulary to enable them to describe the past. Children will use their chronological understanding to make observations of objects and artefacts and place them in order of time period. They may begin to explain why they think an object or photograph is from the past based upon their knowledge. They will read and hear stories and may begin to recognise how they know a story was set a long time ago. Children will also begin to sequence events in chronological order and give reasons for their choice. They will begin to learn to sequence the events in the lifetime of a significant historical figure.

Children will continue to explore and sequence events and objects from within their own lifetime. They will use vocabulary such as “when I was younger” or “before I was 5”.

### Year 5 and 6

**Ancient Civilisations: Greece**

**How did WW2 change British History?**

**Local History Study: The Lake District**

**The Mayan Civilisation**

Children confidently use dates and historical vocabulary in their written work. They can create timelines of various scales to show key events within a period of history or to show how that period fit within a wider historical context. Children link history and mathematical knowledge to work exact time scales and time elapsed between historical events and time periods. They can also create timelines to outline the development of specific features such as medicine, weaponry or transport.

Children can explain their chronological understanding to describe events in a time period or changes over a longer time. They can place features of events and people from past societies in a chronological framework and can explain how some ancient civilisations showed greater advancements than people who lived centuries later.



## Knowledge and Interpretation

### Early Years

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**Anglo-Saxons and Vikings**

**Pre-Roman Britain**

**Roman Britain**

Children can appreciate that the early Brits would not have communicated as we do or have eaten as we do. They can begin to picture what life would have been like for the early settlers.

Children know that Britain has been invaded by several different groups over time.

Children can suggest reasons why certain events happened as they did in history. Children can begin to appreciate why Britain would have been an important country to have invaded.

Children can explain how events from the past have helped shape our lives.

Children understand that people who lived in the past cooked and travelled differently and used different weapons from ours.

Children recognise differences in the lives of wealthy people from those of poor people.

Children recognise how items found belonging to the past help to build up an accurate picture of how people lived in the past.

### Year 1 and 2

**Why Are Explorers Significant?**

**The First Flight**

**Local History Study – Lady Anne Clifford**

**Toys through time**

Children can identify significant people who have helped our lives today.

Children can identify the differences between old and new objects. They can identify objects from the past, such as vinyl records, and toys. Children can explain why certain objects were different in the past.

Children can tell us about an important historical event that happened in the past. Children know the differences between past and present in their life and that of other children from a different time in history.

Children can recount the life of someone famous from Britain who lived in the past. They can identify how their local area was different in the past.

Children know some interesting facts from a significant event. They can identify things that are different in their life from that of their grandparents when they were young.

### Year 5 and 6

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**How did WW2 change British History?**

**Local History Study: The Lake District**

**The Mayan Civilisation**

Children are able to describe historical events from the different period/s they are studying, and they can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.

Children can explain the role that Britain has had in across the world.

Children appreciate that significant events in history have helped shape the country we have today.

Children are able to summarise main events from a specific period in history, explaining the order in which key events happened.

Children can describe features of historical events and people from past societies and periods they have studied? They are able to recognise and describe differences and similarities/ changes and continuity between different periods of history.

Children can suggest relationships between causes in history. They can appreciate how Britain once had an Empire and say how that has helped or hindered our relationship with a number of countries today.



## Historical Enquiry

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### **Year 3 and 4**

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**Anglo-Saxons and Vikings**

**Pre-Roman Britain**

**Roman Britain**

Children understand the part archaeologists have had in helping us understand about life or events in the past. Children are able to use various sources of evidence to answer questions and develop their knowledge about an event, person or historical period. Children will "piece together" the information that they gain from various sources to develop their knowledge of a historical period.

Children may research a particular event and present their knowledge in their own information text.

Through research they will identify similarities and differences between given periods of history and may compare the different lives of people who lived during the same period. They will research what it was like to be a child in different periods of history, presenting their conclusions in a range of ways.

Children will begin to understand how historians may research two versions of an event and say how they differ.

Children will begin to draw conclusions and use supporting evidence to support their historical argument.

They will learn to present their findings independently and alongside others both orally and in writing, drawing upon their multi-media skills.

### **Year 1 and 2**

**Why Are Explorers Significant?**

**The First Flight**

**Local History Study – Lady Anne Clifford**

**Toys through time**

Children begin to learn how historians ask and answer questions about the past. Children will learn about the way in which historians learn about the past from a range of sources. Children learn how historians learn about the relatively recent past by interviewing people and will find out about the past by talking to an older person. They may begin to understand why different accounts or people may vary in their recounting of historical events or periods.

They will ask and answer their own questions about old and new objects, drawing on their knowledge and interpretation. Children will explore artefacts or photographs to answer questions and make simple inferences. They will be able to identify whether an object or photograph is old or new based upon application of their historical knowledge. They will draw upon observational skills and their knowledge of a period of history studied to give plausible explanations about what an object may have been used for in the past.

Children will answer questions by using a specific source such as an information book. They can begin research the life of a famous person or event using different resources to help them.

### **Year 5 and 6**

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Children will begin to draw and test their own hypotheses using a range of evidence to answer historical questions. They learn about the impact of the work of significant historians in interpreting the past.

They will research the lives of significant people who have had an influence on British history.

They will consider conflicting versions or recounts and explore reasons why the same event may be portrayed in different ways. They will begin to understand that an author or source may try to persuade of portray a particular version of an event in history.

They can describe key events from Britain's past using evidence from a range of sources and explain why certain events, people or changes may be considered more significant than others. They can pose and answer their own historical questions.