



National Curriculum Aims:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history and between short and long-term timescales

National Curriculum Subject Content Key Stage 1:

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods

National Curriculum Subject Content Key Stage 2

- Develop a chronologically secure knowledge and understanding of British, local and world history
- Establish clear narratives within and across the periods studied
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms

Early Years

- Introduce and embed key vocabulary, for example: *first, last / earlier, later / old, new / before, after*
- Orally rehearse sentences using past, present and future verbs
- Sequence a small number of events in own lives

	Year One	Year Two
Chronology	<ul style="list-style-type: none"> • Introduce and embed key vocabulary, for example: <i>next, then, second, third, earlier, after</i> • Sequence events in familiar contexts e.g. own life, a day at school • Sequence main events from stories • Sort objects into old and new 	<ul style="list-style-type: none"> • Know what century we live in • Know that a decade is 10 years, a century is 100 years and 1000 years is millenium • Know that AD dates are in ascending order • Use understanding of number to sequence a small number of events / dates to create a timeline • Use the correct terminology when describing the time period being studied e.g. The Romans • Identify a difference / similarity between a historical time period and the present

	Year Three	Year Four	Year Five	Year Six
Chronology	<ul style="list-style-type: none"> • Place the period studied on a timeline – know that it is before / after events previously studied • Understand how BC (BCE) / AD (ACE) relate to one another • Use dates and terms related to the study unit and passing of time for example: <i>reign, era, period,</i> • Place some events from the period studied on a time line 	<ul style="list-style-type: none"> • Explore alternative ways of presenting a timeline • Use captions / labels on timelines correctly • Know that BC dates are in descending order • Understand how centuries are labelled (e.g. 1876 = 19th Century) • Correctly order some historical periods on a timeline 	<ul style="list-style-type: none"> • Sequence some artefacts from periods of history studied • Use relevant terms and periods labels • Sequence events within the period being studied • Relate current studies to previous studies: make comparisons between two different times in the past 	<ul style="list-style-type: none"> • Sequence a series of artefacts from different time periods studied • Describe the above artefacts using the correct terminology • Correctly order historical periods studied on a timeline • Compare an aspect in detail, showing understanding of similarities and differences between two time periods
Example activities and resources	<ul style="list-style-type: none"> • Sources which require the use of mathematical skills • Story and narrative • The Historical Association 			