



National Curriculum Aims:

- Using terminology - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- Ordering and sequencing - 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

Understanding the world

ELG –

- Talk about the lives of the people around them & their roles in society
- Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class
- Understand the past through settings, characters & events encountered in books read in class & storytelling

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

	EYFS	Year One	Year Two
Chronology	<ul style="list-style-type: none"> • Use everyday language to relate to time • Retell past events in correct order • Order and sequence familiar events • Describe main story settings, events and main characters • Talk about past and present events in their own lives and in lives of family members • Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time e.g. <i>next, then, second, third, earlier, after</i> • Sequence a small number (up to 4) of artefacts and/or objects in order • Sequence events in familiar contexts e.g. own life, a day at school • Label time lines with pictures, words or phrases such as: past, present, old, new • Talk about how things have changed since my parents/ grandparents were children 	<ul style="list-style-type: none"> • Use a wider vocabulary of everyday historical terms e.g. before, after, modern, ancient, long ago, The Romans, Ancient Egypt • Sequence a small number (up to 6) of artefacts / objects / events in order on a time line • Label time lines with words / phrases / dates such as: past, present, newer, older, 1935 • Know what century we live in • Know that a decade is 10 years, a century is 100 years and 1000 years is millennium

	Year Three	Year Four	Year Five	Year Six
Chronology	<ul style="list-style-type: none"> • Use a wider vocabulary of everyday historical terms e.g. reign, era, period • Sequence (up to 8) artefacts / objects / events in order on a time line using dates • Begin to use dates and terms to describe events • Understand how BC (BCE) / AD (ACE) relate to one another • Make distinction between and recognise that their own lives are different from the lives of people in the past 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms • Sequence events / people / artefacts from a period of history studied using dates and captions correctly into a chronological framework (different ways of presenting a time line) • Know that BC dates are in descending order and AD dates are in ascending order • Understand how centuries are labelled (e.g. 1876 = 19th Century) • Identify a difference / similarity between historical time periods 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms • Sequence events / people / artefacts from a period of history studied using captions and period labels correctly • Relate current studies to previous studies: make comparisons between two different periods, and their use of dates and terms • Understand the concept of change over time representing this, along with evidence, on a time line 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms • Sequence a series of artefacts from different time periods studied and describe the artefacts using the correct terminology • Compare an aspect in detail, showing understanding of similarities and differences between two time periods • Describe the main changes in a period of history using terms such as: social, religious, political, technological, culture