

Chronology

| Concept | Foundation | Year 1 | Year 2 | Year 3 | Year 4 |
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| | <ul style="list-style-type: none">Understand the that Yesterday came before Today ad when Tomorrow is. Understand when last and next week are.Recognise images of them as a baby, toddler and now and put them in order.Discuss if artefacts and items look old or new.Use vocabulary before, after, today, tomorrow, younger, older. | <ul style="list-style-type: none">Recognise events that happened before and after they were born. (know the year they were born)Sequence events in their lives.Match artifacts from different periods. Using vocabulary such as old, from now.Continue to use EYFS vocabulary but also year, past, present, future. | <ul style="list-style-type: none">Understand some events are within living memory (80 -100 years) where at other events come before that time.Describe events from their lives using vocabulary like When I was.., In the past, Last year, Before, After.Sequence a few artifacts across time periods close together.Develop previous but also modern, 'Stuart' times. | <ul style="list-style-type: none">Understand that the passing of time has happened over the periods studied.Place time periods studied in chronological order on a timeline.Sequence artefacts from the times they have studied.Use dates including AD and BC when needed for the periods studied. (BCE/CE) Recognise there is a year 0 which is not the start. | <ul style="list-style-type: none">Explain how much time passed in periods studied and compare other periods.Place periods studied on a labelled timeline with the year 0Sequence significant events within the periods studied.Sequence more artefacts from the times they have studied across LSK2Understand the meaning of AD and BCE (BCE / CE)Talk about which empires/civilizations studied ruled in which order. (Refer back to those studied in Yr 3 too) |

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| Historical Enquiry | <ul style="list-style-type: none"> Show curiosity about people and show interest in stories Sort items into then and now. Answer 'how' and 'why' questions...in response to stories or events | <ul style="list-style-type: none"> Asks questions related to objects and historical sources Sort items into from the past and from now. Find answers to simple questions about the past using information sources e.g. pictures, stories Recognise odd ones out in sources from similar times. | <ul style="list-style-type: none"> Use a source to ask questions e.g. why, what, who, how, where? Begin to discuss how much a source can tell us and what it can help us answer. Observe Small details. Sort items into from the time and from now. Use a source- observe or handle, to answer simple questions about the past. Thinking carefully about the 5w. Be able to spot sources that are not going to help them learn about the period studied. | <ul style="list-style-type: none"> Use a range of sources to ask questions e.g. why, what, who, how, where? Suggest sources of evidence to use to help to answer questions. Discuss when the sources are from and what that might tell us. Observe the variety of things one source can tell us. Use a range of sources to answers questions such as: How did people...? What did people do for...? Start to put ideas together to build a wider picture of the period studied. Begin to assess the effectiveness of sources in giving us information. (What are they? Who created it?) | <ul style="list-style-type: none"> Build and enquiry and ask relevant questions such as: What was it like for a.. during? Use and suggests sources of evidence to build up a picture of past event e.g. library internet and artefacts Choose relevant material from the time and begin to discuss primary and secondary sources. Independently use a range of sources to answer the lessons enquiry question focusing on the how and why. Begin to use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life within the study and start to explain why those sources were chosen and if they can be trusted. |

| Concept | Interpretation and Significance |
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| <ul style="list-style-type: none"> Develop an understanding of growth, deterioration and changes over time. (Looking across all EYFS learning goals) | <ul style="list-style-type: none"> Begin to identify different ways to represent the past e.g. photos, websites, adults talking Use stories to distinguish between fact and fiction | <ul style="list-style-type: none"> Able to identify different ways to represent the past Compare two versions of the same events (looking at traditional tales before looking at history to help understanding) | <ul style="list-style-type: none"> Look at and observe different representations of the studied period – cartoon, museum, photo and compare Compare two versions of a past event and begin to identify and give reasons for different ways in which the past is represented. | <ul style="list-style-type: none"> Explain the difference between different representations. Begin to give reasons/explanation to why there may be different accounts of historic events and periods. |
| <ul style="list-style-type: none"> Identify photographs and everyday items from the past and talk about how they are different now. | <ul style="list-style-type: none"> Compare pictures, photographs or events of the past Compare adults talking about the past – how reliable is what they are saying? Begin to identify and recount details of what they understand about the past from sources | <ul style="list-style-type: none"> Discuss the differences between photographs and drawings. Begin to discuss reliability of photos/stories/accounts Identify events and themes and recount details of what they understand about the past from sources | <ul style="list-style-type: none"> Discuss the difference between artefacts over time (think about preservation) Discuss the usefulness of the information. Identify how sources can show change and what we interpret happened in that period. | <ul style="list-style-type: none"> Discuss how sources (about the same events) created at different times may have differences. Begin to evaluate the usefulness of different sources Identify what we can infer based on our interpretations about society from the sources studied. |
| <ul style="list-style-type: none"> Make choices about what source tells them the most. | <ul style="list-style-type: none"> To form an opinion of which account they find most useful to learn from. | <ul style="list-style-type: none"> To identify which accounts, offer most significance to our learning. | <ul style="list-style-type: none"> To begin what significant things accounts can teach us. | <ul style="list-style-type: none"> To identify the most significant account in helping us construct past. |

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| <div> <div> Range and Depth of Historical Understanding. </div> <div> (Reason and Result and Similarities and differenced) </div> </div> | <ul style="list-style-type: none"> Recognise what their life is like and compare to their parents. Recognise similarities and differences between themselves and others (in the past and now) Be curious about people and show interest in stories about the past and now. Look at the things that are the same and different. Understand that some things have to happen before others – ie they have to put their uniform on before they come to school. Recognise and describe special times or events for family or friends. Be able to say why they celebrate on certain days. | <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives. Begin to describe similarities and differences in artefacts Begin to explain how times studied are different to now by using photographs. Understand why certain things were able to happen when they did. le Man walked on the moon because technology created the rocket. Understand that ideas and technology continue to develop and change over time. | <ul style="list-style-type: none"> Identify differences between ways of life at different times. Make comparisons between things in their life time to things in the past. Describe confidently similarities and differences in artefact collections Make links and connections within and between different areas of the content specified in the KS1 history curriculum. Recognise why people did things, why events happened and what happened as a result Understand that things today are in place because of things that happened in the past. | <ul style="list-style-type: none"> Use evidence to find out about everyday lives of the time studied. Compare with their life. Compare small differences as time passes using evidence. Study changes through a period of time, looking at similarities and differences – using timelines Uses evidence to find out how things change during a time period Begin to identify reasons for people’s actions. Recognise why human developments allowed things to change. Describe how some past events/people affect life today | <ul style="list-style-type: none"> Continue to look at differences and similarities to new periods studied and today. Compare how technology and the v people lived changed. Use evidence. Identify what everyday life was like for members of society i periods studied. Compare to others periods studied. Begin to offer reasonable explanations for key events Identify how past societies are still impacting todays wo |