

The chronology of History							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Holidays Family photos/ celebrations People who help us Fantasy and fairy tales A whole new world	My Family Sequencing How we grow People who help us Traditional Tales	Neil Armstrong Buzz Aldrin Micheal Collins Grace Darling Jethro Tull Tim Peake Space Race Victorian Seaside	The Gunpowder Plot Guy Fawkes The plague Fire of London Samuel Pepys Remembrance Ralph Buckby Explorers- Captain Scott & Captain Cook	Stone Age to Iron Age Ancient Greece Mayan Civilisation	Romans Anglo Saxons Egyptians	Vikings Tudors and Stuarts	Victorian Britain WW2

EYFS History Sequencing				
Understanding the world	<p>EYFS – Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>			
	<p>Three and Four-Year-Olds: Understanding the World</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family’s history. 			
	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Nursery</p> <ul style="list-style-type: none"> Discuss events that have happened at home Discuss events that the family might take part in Discuss holidays and other special events </td> <td style="vertical-align: top;"> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. </td> </tr> <tr> <td style="vertical-align: top;"> <p>Reception</p> <ul style="list-style-type: none"> Discuss parents jobs Recall significant events – religious/cultural events Consider when parents were children Traditional tales Time terminology </td> <td></td> </tr> </table>	<p>Nursery</p> <ul style="list-style-type: none"> Discuss events that have happened at home Discuss events that the family might take part in Discuss holidays and other special events 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Reception</p> <ul style="list-style-type: none"> Discuss parents jobs Recall significant events – religious/cultural events Consider when parents were children Traditional tales Time terminology
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National Curriculum History Sequencing		
Threshold Concepts	<p>Key Stage 1</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Key Stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
Investigate and interpret the past		<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Ancient Greece – a study of Greek life and achievements and their influence on the western world

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> Observe or handle evidence to ask questions about the past. Ask simple questions about events in the past. Begin to use a range of resources to gather clues about the past. 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions about the past and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify the ways that the past has been represented. 	<ul style="list-style-type: none"> Use evidence to ask questions. Suggest suitable sources of evidence for historical enquiries. 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence giving reasons for choices. Understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of propaganda and how historians must understand the social context of evidence studied. Refine lines of enquiry as appropriate.
Build an overview of world History	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality. 		<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study 			
	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Identify and discuss historical events Identify and discuss significant people from the past. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> Describe historical events Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs and attitudes and experiences of men, women and children. 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p><u>Year 6</u></p> <ul style="list-style-type: none"> Identify continuity and change in the locality of the school. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Understand Chronology	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Place events and artefacts in order on a timeline. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> Label time line with words or phrases such as: past, present, older and newer. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> Place events, artefacts and 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> Understand the concept of change 	<p><u>Year 5</u></p>	<p><u>Year 6</u></p> <ul style="list-style-type: none"> Describe the main changes in a period

	<ul style="list-style-type: none"> Recount changes that have occurred in their own lives 	<ul style="list-style-type: none"> Use dates where appropriate. 	<p>historical figures on a time line using dates.</p> <ul style="list-style-type: none"> Understand the concept of change over time. Use dates and terms to describe events. 	<p>over time, representing this, along evidence, on a time line.</p>	<ul style="list-style-type: none"> Describe the main changes in a period of history. Understand the concepts of continuity and change over time. Use dates and terms accurately in describing events. 	<p>of history (using terms such as: social, religious, political, technological and cultural)</p> <ul style="list-style-type: none"> Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
Communicate historically	<ul style="list-style-type: none"> 					
	<p style="text-align: center;">Year 1/2</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding the concept of a nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace. 	<p style="text-align: center;">Year 3/4</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> Dates Time period Era Change Chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p style="text-align: center;">Year 5/6</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> Dates Time period Era Change Chronology Continuity Change Century Decade Legacy Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. 			

History Vocabulary

Previous milestones vocabulary is revisited

EYFS		Milestone 1		Milestone 2		Milestone 3	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
events			observe		source		suitable
home			artefact represent		evidence		hypothesis
family history			past		Historical		testable
society			present future		source		reliable
similarities			recent		Primary source		culture
differences			year		account		racial
now			decade		Secondary source		diverse
past			century		Enquiry		characteristic features
			nation		Historical enquiry		analyse

	<p>civilisation law democracy recount appropriate monarchy Parliament</p>	<p>cause consequence locality overview ancient medieval culture BCE CE social ethnic society change concept represent</p>	<p>justify propaganda bias culture</p>
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