

## Timelines and chronology

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression	Pupils order up to five photographs of themselves from birth till the present day.	Pupils order up to five photographs of themselves from birth till the present day.	Pupils can order three objects chronologically (recent history).	Pupils can sequence a set of events in chronological order and give reasons for their ordering (Victorians and previous eras).	Pupils can describe events from the past using dates (Stone Age)	Pupils can begin to recognise the different time periods that exist between different groups that invaded Britain (Romans, Vikings, Anglo Saxon)	Pupils can use dates and chronological language in their work (WWII)	Pupils can say where a period of history fits on a timeline (Tudors/ Ancient Baghdad).
	Timelines are displayed in classrooms and are visible at all times.	Timelines are displayed in classrooms and updated regularly to reflect learning.	Pupils can put up to five objects/ events in chronological order (toys/ Great Fire of London/ Plague)	Pupils can sequence a set of objects in chronological order and give reasons for their order (Florence Nightingale).	Pupils can use a timeline within a specific time in History to order things that happened (diet within Stone Age/ development towards Iron Age/ Ancient Egypt)	Pupils can place periods of history on a timeline showing periods of time (Romans)	Pupils can draw a timeline with different time periods to show different information (periods of history, significant individuals etc) (Ancient Greece - individuals)	Pupils can place a specific event on a timeline with a given date (Tudors, Henry VIII legacy).
		Pupils can talk about old and new.	Pupils can explain how they have changed since they were born.	Pupils can sequence events in the life of a significant individual (Florence Nightingale)	Pupils describe events and periods using the words BC and AD/ BCE and CE (Stone Age)	Pupils can use the language of decades and centuries (Romans/ Vikings and Anglo Saxons)	Pupils can create timelines to show the development of specific features (medicine, weaponry etc) (WWII - invasions)	Pupils can place events and significant people from past societies in a chronological framework (Tudors and past societies studied, Henry's wives).
			Pupils can sequence events in their own life.	Pupils try to work out how long ago an event happened (Victorians).	Pupils can use mathematical language to work out how long-ago events would have happened (Ancient Egypt).	Pupils can discuss the time differences between major events in history (Romans)	Pupils can work out exact time scales and differences between times (Ancient Greece)	Pupils appreciate that some ancient civilisations showed greater advancements than people who lived after them (Ancient Baghdad).
			Pupils can recognise that a story that is read to them may have happened a long time ago (Great Fire of London).					
			Pupils can say why they think a story was set in the past (Great Fire of London).					
		Pupils can retell a familiar story set in the past (Great Fire of London).						
Consolidation				Pupils retell a familiar story set in the past (Florence Nightingale)		Pupils describe events and periods using the words BC and AD.	Pupils can discuss the time differences between major events in history.	
Vocabulary			younger, older, before, now, after, very old, old, new, a long time ago	before, after, past, present, then, now, currently, previously	order, chronological, BC Before Christ, AD Anno Domini, BCE Before Common Era, CE Common Era, ancient	decades, centuries, time period, within,	19th, 20th and 21st century, era and epoch,	pre and post colonialism, concurrent, simultaneously

Artefacts/sources of evidence

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression	Pupils can compare images of transport in the past and present.	Pupils can distinguish between olds and new photographs.	Pupils can identify the main differences between old and new objects (toys)	Pupils can find out about the past by interviewing someone (King of Spain, Native American, Amelia Earhart, Mary Seacole)	Pupils recognise the role archaeologists have had in helping us to learn about the past (Stone age/ Tutankhamun)	Pupils can research two versions of an event and say how they differ (Boudicca V Romans)	Pupils can use artefacts help us to understand more about British lives in the past and present (Imperial War Museum trip and British Museum)	Pupils can look at two different representations of the past and identify how the author is attempting to persuade or give a specific viewpoint (Tudors/ divorce/ Protestant and Catholic)
		Pupils can compare figures from stories including people from the past.	Pupils can identify objects from the past (Bethnal green toy museum, toys)	Pupils can explain why eye-witness accounts may vary (Columbus)	Pupils use a variety of sources to answer questions about the past (Egypt)	Pupils can give more than one reason to support a historical argument (Vikings - vicious raiders or skilled craftsmen)	Pupils can identify and explain the understanding of propaganda (WWII)	Pupils can suggest why there may be different interpretations of events (Tudors, Henry's divorce)
			Pupils can explain why certain objects were different in the past (toys)	Pupils can state at least two ways we can find out about the past (e.g. books/ internet)	Pupils use specific search engines to help them find information more rapidly (Egypt, pyramids)	Pupils can research what life was like within a given time period and present their findings using photographs and illustrations (Vikings and Saxons)	Pupils can describe a key event from Britain's past using a range of different sources (WWII)	Pupils can suggest why certain events, people and changes might be seen as more significant than others (Tudors, Henry's wives, Baghdad)
			Pupils can ask and answer questions about old and new objects (toys)	Pupils can answer questions by using a specific source such as an information book (Victorian jobs)	Pupils bring together more than one source of information about a historical event (Stone Age)	Pupils can communicate their knowledge and understanding both orally and in writing (Boudicca debate, Vikings and Saxons).	Pupils can answer historical questions.	Pupils can pose and answer their own historical questions.
			Pupils can identify old and new things in a picture (Great Fire of London, toys)	Pupils can research famous events and explain why they are important (Columbus exploration, Amelia Earhart flight)	Pupils can research a specific event from the past (Stonehenge building)			
			Pupils can find out more about a famous person from the past and carry out research on him/her (Samuel Pepys)	Pupils can research the life of a famous Briton from the past using different resources (Florence Nightingale)	Pupils can identify similarities and differences between different time periods through research (Stone Age diet)			
				Pupils can research the life of someone who used to live in their area using the internet and other sources (Florence Nightingale)				
Consolidation								
Vocabulary			research, objects, compare, old, new	Sources, books, internet, research, information books	similarities, differences, comparisons, research, sources, primary, secondary, archaeologists	photographs, illustrations, arguments, supporting, against, versions, varying accounts	artefacts, primary source, secondary source, propaganda, persuasive	different interpretations, persuasive, viewpoint, perspective, significance



Inspiring minds through opportunity



## People and societies

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression	Pupils celebrate Remembrance Day and learn appreciate that war takes place.	Pupils look at the royal family when they study The Princess and the Pea.	Pupils understand that we have a King who rules us (own history)	Pupils understand that we have a King who rules us, and Britain has had a queen or king for many years (Victorians)	Pupils can appreciate that early Britons did not communicate or eat as we do today (Stone age).	Pupils realise that invaders in the past would have fought fiercely using hand to hand combat (Vikings/ Saxons and Romans)	Pupils can compare historical periods; what has stayed the same and what has changed.	Pupils can summarise what Britain has learned from other countries and civilisations (Baghdad)
		Pupils celebrate Remembrance Day and learn appreciate that war takes place.	Pupils can explain differences between past and present (Plague and toys)	Pupils can explain differences between their life and that of other children in different periods of time. (Victorian)	Pupils can begin to picture life for early settlers (Stone Age)	Pupils appreciate that war would have brought distress and bloodshed (Vikings/ Saxons and Romans)	Pupils can appreciate the role that parliament has had in major decisions (WWII).	Pupils can explain how Britain has influenced world history (Slave trade)
			Pupils can give examples of how their life is different to their grandparents (own history).	Pupils can explain why someone in the past acted in the way they did (Florence Nightingale, Mary Seacole, Columbus, Earhart)	Pupils appreciate that what people ate was influenced by the availability of different food sources (Stone Age)	Pupils understand that wars start for specific reasons and can last a long time (Vikings/ Saxons and Romans)	Pupils understand how major events have created huge differences to the way things are today. (WWII)	Trace events that define Britain's journey from a mono-cultural society (Tudors, Baghdad, Slave trade)
			Pupils understand how the medicines have changed since the plague. (Plague)	Pupils can recount the life of someone famous from Britain thinking about what they did earlier and later. (Florence Nightingale)	Pupils know that people in the past cooked, travelled and used different weapons to ours (Stone Age)	Pupils appreciate that invasions are often associated with conquering or religious differences (Romans and Vikings).	Pupils can summarise how Britain has influenced world history (WWII)	Pupils can describe features of historical people from past societies that they have studied (Tudors).
				Pupils recognise that poor and wealthy people had very different lives (Victorians)	Pupils appreciate how items from the past enable us to build up an image of how people lived (Stone Age flints, Egyptian excavation)	Pupils can explain what is meant by democracy and why it is a good thing (Romans - Caesar)	Pupils appreciate how Britain once had an Empire and how that affects our relationships with countries today. (WWII)	
						Pupils have a good understanding as to how crime and punishment has changed over time. (Vikings)		
						Pupils appreciate how Britain once had an Empire and how that affects our relationships with countries today. (Roman)		
Consolidation					Pupils can explain why someone in the past acted in the way they did (Cleopatra)		Pupils can explain what is meant by democracy and why it is a good thing (WWII)	Pupils can explain what is meant by democracy and why it is a good thing (Tudors)
							Pupils appreciate that invasions are often associated with conquering or religious differences (WWII and Ancient Greece).	Pupils have a good understanding as to how crime and punishment has changed over time. (Tudors)
Vocabulary	Remembrance Day	royal family, king, queen, princess, prince, Remembrance Day	king, queen, royal, parent, grandparent,	King, queen, monarch, wealthy, poor,	democracy, parliament, sovereign, weapons, diet, food sources, excavations, communication, settlers	conquering, invasions, religion, democracy, war, bloodshed, invaders, empire	parliament, decisions, governance, continuity, change, empire	multi-cultural, mono-cultural, empire, societies, influence, impact, civilisations

