



Crossflatts History Curriculum – Chronological Understanding.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary		now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, When my parents/carers were young.		Chronological order, time period, years, BC/AD, past, present, timeline, before, after, era, change. Years, centuries, reigned, significant, events, developments, continuity	Wealthy Poor Slave Scholar Jewellery	B.C. A.D. Chronological order Millennium, Thousands of years, First civilisations, Ancient Greeks, Middle Ages, WW2, The Industrial Revolution, Ancient Egyptians, The Dark Ages, Iron Age, Stone Age, The Georgians, The Tudors	
Key Learning/ evidence of working at the expected standard	<p>Sing 'days of the week' song and months of the year and discuss today's date, yesterday, tomorrow and previous months.</p> <p>Mark the day and month in the classroom.</p> <p>Order the life cycles of animals and minibeasts.</p>	<p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Sequence events in own lives</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</p> <p>Match objects to people of different ages</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Sequence artefacts closer together in time</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events from the period studied in chronological order.</p> <p>Use dates and terms related to the study unit and passing of time</p>	<p>Order significant events from the period studied on a timeline.</p> <p>Understand where our area of study fits on an AD/BC timeline.</p> <p>Use terms related to the period and begin to date events</p>	<p>Order significant events, movements and dates from the period studied on a timeline using BC and AD</p> <p>Describe the main changes in a period in history.</p>	<p>Order significant events, movements and dates from different time periods on a timeline using BC and AD</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
Possible evidence of greater depth understanding	<p>Sequence events in own lives</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.</p>	<p>Independently put a number of events, objects and people in order on a timeline related to the topic being covered.</p> <p>Give a valid explanation about their sequence Eg. Comment on the differences when comparing older and newer/younger</p> <p>Use the vocabulary confidently in their explanations</p>	<p>Can use more specific terms and has a secure knowledge of terms related to time such as previously, in the time of, during the ...period.</p> <p>Can confidently use terminology such as last century, 5 centuries ago, in the 17th century, between 1600 and 1650 etc</p>	<p>Can accurately create their own scaled timeline of a long period of history and apply the appropriate terminology - BCE (Before Common Era) and CE (Common Era), in the Stone Age, Mesolithic period, etc...</p> <p>E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</p>	<p>Can confidently, accurately and independently use key dates, period labels and terms when creating their own timelines - BCE (Before Common Era) and CE (Common Era), in the time of Caesar, during the reign of Hadrian etc...</p> <p>Can begin to use a timeline to answer questions about relative lengths of time</p>	<p>Can confidently accurately and independently use key dates, period labels and terms when creating their own timelines - BCE (Before Common Era) and CE (Common Era), in the time of the Anglo Saxon invasion, during the period of Danelaw, etc...</p> <p>Can confidently use a timeline to answer questions and generate their own questions about relative lengths of time and changes over the period of study – how much time between two dates, how long did the Vikings rule over the British lands?</p>	<p>Pupils can use concurrent timelines to place the Mayan Civilization in the context of other civilisations and eras they have studied.</p> <p>Pupils can make detailed links draw comparisons, similarities and differences between aspects of societies and eras that have been studied.</p> <p>Eg. How can timelines help you understand what was going on in the world of technology, religion and society?</p>