

# History- progression

## Chronology

### Reception:

Sequencing the day, birthdays, how old are members of the family?

Vocabulary - Morning, afternoon, lunchtime, home time, birthday, older, younger, new, old, day, week, year.

### Year 1:

**Recap** - To recognise the passing of time and use appropriate language to describe it. To understand that there are changes within living memory, where appropriate to reveal aspects of change in national life.

Extend - Sequencing events or objects in chronological order with use of personal time lines as a passing of time including the school visual timetable.

Extend - a timeline showing themselves and how they have changed over time

Extend - recognise that Victorians lived over 100 years ago, begin to use specific dates.

Vocabulary - Timeline, order, older, newer, recent, similar, different, a long time ago, decade, century.

### Year 2:

**Recap** - Words linked to passage of time, today, yesterday, last week, tomorrow, next year, this morning, this afternoon, century, key Victorian Figures and how they influence our society today.

Extend - Sequencing events or objects in chronological order including placing objects relative to Victorians. Include other events like the birth of Jesus, landing on the moon and dinosaurs.

Extend Look at artefacts closer in time, sequence photos from different periods of their own life and the lives of older members of their family.

Extend - Interview family members to see how family lives have changed in recent history. Use specific dates 1666 and the individual dates of the fire including the days of the week.

Extend - Learn what happened as a result of the GfoL, people were displaced from their houses, newer safer buildings and streets, new architecture and importance of access to water and fire engines.

Extend - People Who Changed History - record individual achievements on a time line to begin to recognise chronological framework. Make links between similar and different issues which created the challenge for individuals.

Vocabulary - Modern, historical, older, tradition

### Year 3:

**Recap** - Retained knowledge of topics covered in Yr 1 and 2 (Victorians and Great Fire of London) and how they fit onto a time line. To recap sources and ways of knowing

about the past when people are no longer alive to tell us. Which famous historical figures do the children remember?

**Extend** - Develop use of specific dates.

Add both Egyptians and Romans onto the timeline to develop sense of chronology.

Look at artefacts closer in time, linking to the class timeline.

Look at where the time studied fits into local, regional, national and international history.

Romans - look at life in Britain before and after the invasion - What did the Romans do for us?

Vocabulary - century, millennia

#### Year4:

**Recap** - Place events from the period on time lines and use terms linked to the period including specific dates. Look at where the time studied fits into local, regional, national and international history. Remind children that modern Britain is diverse and it is this way because of different groups of people who have come to live in Britain over a long period of time - This includes the Romans

**Extend** - **Chronology** Understand more complex terms within time line work including BC / AD. Make links to the fall of Roman empire and the invasion of the Vikings and Anglo Saxons. Find out where the Viking invasion fits within British history. Children wearing different paper tabards, encourage the children to add what they know about their given time period and form a human timeline.

Vocabulary - period, AD BC

**Extend** - Explore Ancient Greece in a simple timeline linking with the Romans and Anglo Saxons. Links to Y3 - European ancient civilization compared to Ancient Egypt.

**Extend** - Explore the expansion and dissolution of the Greek empire and the effect this has had on the world both before and after.

**Extend** - look at Ancient Greek artefacts and how cultural developments has influenced Modern Britain.

#### Year 5:

**Recap** - Place events from the period on time lines and use terms linked to the period including specific dates. Look at where the time studied fits into local, regional, national and international history.

**Extend** - *Introduce The Stone Age* as oldest historical topic that we cover at Reid Street (except the dinosaurs which you look at EYFS). Give the children a context of time and where the Stone Age fits on a time line in relation to other studies. Use relevant terms and periods labels. Make comparisons between the times covered previously.

Vocabulary - , Ice age, Neolithic, Palaeolithic

#### Year 6:

**Recap** - Evaluate chronological understanding by linking events, developments, peoples and periods in the historical time periods previously studied including specific dates

over millennia (including Stone Age, Mayan, Vikings and Anglo Saxons, Romans, Egyptians, Great Fire of London and Victorians). Review specific vocabulary linked to the passing of time. Compare the different history topics the children have covered and compare local, national and international history. Which key figures do the children remember from different historical periods?

*Extend - Introduce WW2 as a living history and there are still some people alive who were affected by the war. Link to Remembrance.*

*Extend - Give the children a context of time and where WW2 fits on a time line in relation to other studies.*

Use relevant terms and periods labels.

Make comparisons between the times covered previously but emphasis that it was the most influential event in the 20<sup>th</sup> Century both for Britain and internationally