

Year Group	Chronological awareness	Knowledge and understanding	Historical contexts	Organise, evaluate and communicate information
Reception	A long time ago, change, past, present, now, modern, old, new	Provide the children with opportunities to handle artefacts and objects. Talk about past and present experiences in their own families.	Same, different, order, compare. Create simple timelines of their own lives	Order photographs and objects using age appropriate vocabulary.
Year One	Sequence some events or 2 related objects in order of time onto a timeline Use words and phrases: old, new, now, then, yesterday, today, hours, tomorrow, yesterday, after, before, weeks, The present, Year, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern	Tell the difference between past and present in their own lives and other people lives. Look at differences in their locality. (School) Listen to eye-witness accounts from grandparents. Begin to suggest why something might be different.	Begin to identify and recount some details from the past from pictures and stories. Find answers to simple questions about the past by using source material. Begin to discover the past through drama/role play, handling artefacts and visits.	Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.
Year Two	Recount changes in own life over time. (and of their own families) Put 3 people, events or objects in order using a given scale (on a timeline) Use words and phrases: related to themed vocabulary linked with time.	Use a range of sources to describe differences between then and now. Recount main events from a significant time in history (inc local history of both Pilsley and Derbyshire) Use evidence to explain reasons why people acted in the past as they did.	Look carefully at pictures, eyewitness accounts or objects to find information about the past. Ask questions about the source materials or first-hand experiences. Generate questions using prior knowledge with support from an adult or expert.	Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past.

	Decade, Century, Chronological order, Recent History, earlier, later,			
Year Three	<p>Use timelines to place events in order.</p> <p>Understand timelines can be divided in BC and AD Use words and phrases such as decades and centuries</p> <p>Chronological time consolidation, AD/BC, eras, timeline, period, Millennium, thousands of years</p>	<p>Use evidence to describe houses and settlements, culture and way of life, people's beliefs and attitudes and differences between rich and poor.</p> <p>Use evidence to find out how any of these may have changed during a time period</p> <p>Describe how some of the past events affect life today</p>	<p>Use a range of source material including visits to collate information about the past. (Cresswell Crags)</p> <p>Identify the difference between fact and opinion.</p> <p>Look at 2 different versions of the same event and viewpoints and identify differences in the accounts. (eg Roman life from the viewpoint of a slave and a leader)</p>	<p>Present findings about past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and vocabulary related to themes accurately.</p> <p>Suggest different ways of presenting information for different purposes.</p>
Year Four	<p>Name and place dates of significant events of the period on a timeline.</p> <p>Place certain eras on a timeline showing understanding of BC, AD.</p> <p>Use words and phrases: century, decade, ancient civilisations, period related vocabulary which denotes the period</p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences.</p> <p>Suggest reasons for why there were differences between periods.</p>	<p>Understand the difference between primary and secondary sources</p> <p>Give reasons why there may be different accounts of history.</p> <p>Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.</p> <p>Visit Jorvik Centre to experience Viking life in context using all the senses.</p>	<p>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Use dates and subject specific words such as monarch, settlement, invader accurately.</p>

	Chronological time consolidation, time difference, continuity, change			
Year Five	<p>Sequence historical periods</p> <p>Identify changes within and across historical periods</p> <p>Use words and phrases: vocabulary relating to specific periods - Industrial Revolution etc.</p> <p>Chronological time consolidation, AD/BC (BCE), cause, consequence, similarity, anachronism, legacy</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Give short term cause and consequence of the main events, situations and changes in the period studied.</p> <p>Identify changes and links within and across the time periods studied.</p>	<p>Question reliability of source material and can give reasons why something is or is not reliable.</p> <p>Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts.</p> <p>Know that people can represent events or ideas in ways that persuade others - bias and propaganda.</p>	<p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.</p> <p>Use dates and terminology correctly and in context.</p> <p>Use phrases such as: 'This sources suggest that...', 'This sources doesn't suggest that...', (eye witness, biased opinion)</p>
Year Six	<p>Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point.</p> <p>Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion.</p> <p>Use words and phrases for movements or times of</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</p> <p>Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.</p> <p>Identify how aspects of life have changed during a time period and give reasons why</p>	<p>Evaluate the usefulness and accuracy of different sources understanding the affect of propaganda, bias, misinformation and opinion.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Select the most appropriate source material, using primary and secondary sources for a particular task.</p> <p>Give reasons why there may be different accounts of history looking at propaganda.</p>	<p>Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Makes accurate use of specific dates and terminology.</p> <p>Use phrases such as: 'This source suggests that...', 'My impression of this event is.....', 'This source does not suggest that.....'</p>

	change eg Industrial Revolution, Renaissance, Short and longterm timescales, difference and significance, trends	backing it up with evidence and statistics.		
Subject specific vocab	Stone Age- Iron Age Britain	Roman Empire	Anglo Saxons and Scots	The vikings
	Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara Brae Cresswell Crags Hillfort Conquest Briton Emperor Hadrian Stonehenge Archaeologist	Rome Empire Achievement Invasion Rise Fall Julius Caesar Coliseum Barbarian Emperor Chariot Gladiator Aqueduct Londinium Hadrian's Wall Boudica	Settlement Gaelic Long ships Scots - Dal Raita Mesolithic King Arthur Invasion Conquest Raiding Wessex Kingdoms/Shires Thane Sutton Hoo Mercia Kent East – Anglia Northumbria Kingdoms Christianity infer	Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement/settlers Sweden Norway Danegeld Conquer Invader Raids Vicious Norse infer
	Local History- George Stephenson	The Egyptians	The Greeks	The Mayans
	Father of railways	Civilisation	Democracy	Haab' calendric

	<p>Engineer Engineering Pioneer Railway transportation Locomotive Inventor Colliery Steam engine The Blucher Locomotion number 1 The Rocket Industrial Revolution Liverpool and Manchester Railway Stockton and Darlington Railway</p> 	<p>Ancient Egyptians Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile / flood Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen</p>	<p>Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great Empire Achievement Gods (Zeus, Apollo etc)</p>	<p>Chichen Itza Cocoa Pyramid Hieroglyphics Stele (stela) monument Tzolk'in Spiel Mexico Guatemala Calendars Civilisation</p>
	World War Two	Richard Arkwright		
	Axis Allies	Inventor Entrepreneur		

	Nazi Evacuation Evacuee Power Blitz Battle of Britain Holocaust Luftwaffe Refugees Kindertransport Economic Cultural Religious Persecution	Industrial Revolution Spinning Spinning Frame Cromford Mill		
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