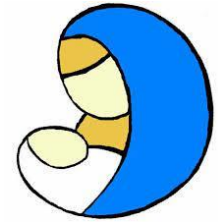




We Care, We Pray, We Work, We Play... in Jesus' Way



St Mary's RC Primary School

History Chronology Skills Progression

<u>Skill</u>	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Chronological understanding	Identifying that things from the past might be different from today – technology, cars, houses etc Sequence different simple events during the day (wake up, get dressed, come to school, eat tea and bed)	Sequence events in their life. Sequence 3 or 4 artefacts/objects from distinctly different periods of time. Recognise the distinction between present and past in their own life.	Sequence artefacts closer together in time. Describe memories from key events in their lives. Identify that significant events and individuals from the past have helped shape the present locally, nationally and internationally Identify that the past is remembered or 'constructed' in different ways across the world Recognise that their own lives are different from the lives of people in the past.	Place the time studied on a timeline. Name and date some significant events from the past and, with help, place it in approximately the right place on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Introduce the terms BC/AD.	Use a timeline to place events. Name and date any significant event from periods studied and place it in approximately the right place on a timeline. Use terms related to the period and begin to date events. Understand terms BC/AD by placing certain topics on a timeline to show understanding.	Name and date any significant event from the past and place it in the right place on a time line. Know and sequence key historical events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Name and date any significant event from the past and place it in the right place on a time line. Place current study on timeline in relation to other studies (both in this country and abroad) Use relevant dates and terms. Make comparisons between different times in the past. Describe the main changes in a period of history (using words such as social, religious, political and technological).
Vocabulary	Today, tomorrow, old, new, yesterday, a long time ago, past, before, now, then, first.	Earlier, in the past, last year, many years ago, when my Gran/mum was younger, before I was born, long ago, before I was born	Timeline, hundreds of years ago, decade, century, calendar, present, stayed the same, changes to now	AD, BC, many centuries ago, chronology, pre, post, ancient, thousands of years ago, Before Christ, after, before, during, duration	Millenia, ACE, BCE, centuries (in terms of 18th Century etc.), era, concurrent, during this time, previously, compared to	Around _____ years ago, previous civilisation, period, context, the duration of, continuing on from	Legacy, context, the duration of..., the narrative of history, continuing on from Social, religious, political, technological

Activity	Children regularly discuss the past – what they did at the weekend, what they did yesterday, last lesson, before lunch, last week...etc. Children sequence the day using language first, then, now. For remembrance, ch discuss the use of memories and how this is in the past and discuss how the past influences what we do in the present (remember and being thankful). When discussing Jesus and the Bible ensure use of language to differentiate between then and now.	Sequence 3 or 4 photos/objects/artefacts. (toys) Consider the spacing between photos of monarchs – based on the years they reigned. Introduce the concept that there should be a larger gap to represent more years.	Use the Explorers topic to discuss that the past is remembered in different ways across the world and their lives are very different to those in the past. Use explorers and locomotives to show that significant events and individuals from the past have helped shape the present locally, nationally and internationally. Sequence artefacts from the great fire of London in terms of when they came into use. With help sequence key events from Locomotives.	Order themselves in terms of their birthdays. Place the era they are studying on a timeline in between two others (no overlaps) Sequence artefacts into 3 groups from Stone, Bronze and Iron age – ensuring they belong to the correct age and are positioned in the correct chronological group order. With help, place events on a timeline, name and date them.	Act out different time periods to gain the understanding that these were taking place at the same time (overlap existed) Indep place events on a timeline, name and date them. Start with Ancient Greeks alongside key other time periods. Move onto repeating (recap) and adding on detail (events) for the Romans and then again for Anglo-Saxons and Scots.	Ch further develop the knowledge of time periods overlapping, considering the length of the time periods when making a timeline – ch given the different sized strips to place but compare the different sized strips in reference to the time periods. For Lord Leverhulme, children to order key events and then link different events learnt in other years – Locomotives, the war (and future events – give brief details of the suffragettes and dates). Ch to make comparisons between the different events and the effect they had on each other.	Ch produce a timeline showing their knowledge of overlapping time periods, different lengths of time periods as well as reasons for the main changes in a period of history (social, religious, political, technological). Ch to make comparisons between different times and different events – explaining what was happening in different parts of the world at the same time.
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“An education in the fullness of humanity should be the defining feature of Catholic schools.”

Pope Francis