

Sample Progression Strand	Sample History Progression			
	EYFS	KS1 History	LKS2 History	UKS2 History
	Areas of Knowledge Progression we have chosen to focus learning on.			
To Communicate Historically and to Understand Chronology	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>Speaking:</u> Participate in small group, class, and 1:1 discussions, offering their own ideas, using recently introduced vocab.</p>	<p>A: To Communicate Historically and to Understand Chronology</p> <p>A1: Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Recount changes that have occurred in their own lives. Use dates where appropriate.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Place events and artefacts in order on a time line.</p>	<p>A: To Communicate Historically and to Understand Chronology</p> <p>A2: Use appropriate historical vocabulary to communicate, including: Dates, Time Period, Era, Change & Chronology. Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. Can they describe events and periods using the words: BC, AD and decade?</p>	<p>A: To Communicate Historically and to Understand Chronology:</p> <p>A3: Begin to use appropriate historical vocabulary to communicate, including: Dates, Time Period, Era, Chronology, Continuity, Change, Century, Decade & Legacy. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.</p>
Example of key information per topic for this area	<p>We have learnt to communicate historically when we discuss events on our learning timeline in Early Years. We are able to say what has happened during our time at school and talk about our favourite celebrations. We have also begun to use words like "past" and "now" when talking about what life was like for our parents and grandparents when they were children.</p>	<p>The Wonders of Cannon Hall We learnt to communicate historically and understand chronology when we plotted key dates onto a time line. We also used words like: a long time ago, decades and centuries. We labeled a time line with "past" and "present". We have been able to explain that the Victorian period was during the reign of the monarch Queen Victoria and we know that she ruled from 1837-1901.</p>	<p>Roman Empire We learnt to communicate historically and understand chronology when we plotted key dates onto a time line. We have begun to compare these dates to others that we have learnt about in previous topics. We know that the Romans occupied Britain from AD 43 to AD 410. We are able to compare these dates to the Stone Age Iron Age and place them in chronological order on to a timeline.</p>	<p>Anglo Saxons We learnt to communicate historically and understand chronology when we plotted key dates onto a time line. These key dates were 490AD - 1066AD. We have compared these dates to Romans and Vikings that we have learnt about in previous topics. We have also been able to confidently explain the settlement of Anglo-Saxons, the first Viking invasion and the rise and fall of King Alfred using chronology.</p>