

# History: Year 1 A: Chronological Awareness



\* That there is a past and we talk about 'then' and 'now'.

\* How to use terminology such as past, then and now, yesterday, last week, when I was younger.

\* How to identify similarities and differences between the past and present.

\* How to explain what I did in the recent past. (weekend, Christmas.)

\* How to organise simple pictures with my own experience.

\* How to make use of dates and specialist terms.

\* How relate to an event that has taken place .e.g. a holiday.

• That some objects belong in the past.

\* How to recognise that dates are used to identify events in the past.

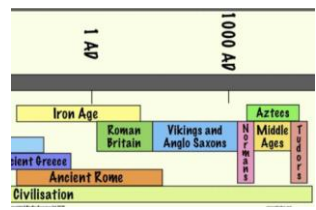
\* That I have changed from when I was born.

\* To explain how I have changed since I was born.

\* How to use a timeline to place important events.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

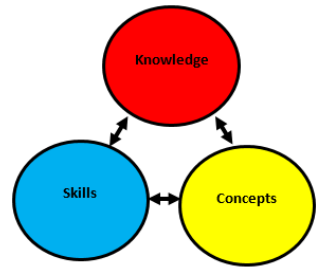
then  
now  
event  
past  
change  
different



now  
then  
yesterday  
last week  
past  
experiences



similarities  
differences  
timeline  
past  
date  
order/  
chronological



# History : Year 2 A: Chronological Awareness



\* Terminology such as past, then and now, yesterday, last week, when I was younger.

\* How to identify similarities and differences between the past and present.

\* How to be aware of different periods from the past i.e. The Stone Age.

\* How to organise simple pictures with my own experience.

\* How to recount changes in my own life over time.

\* How to use a timeline to place important events.

\* That some objects belong in the past.

\* How to recognise that dates are used to identify events in the past.

\* How to place historical events or change on a timeline..

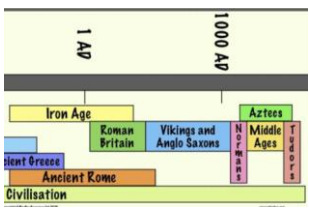
\* How to organise simple pictures with my own experience.

\* How to use a timeline to place important events.

\* That a timeline can be divided into AD and BC.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

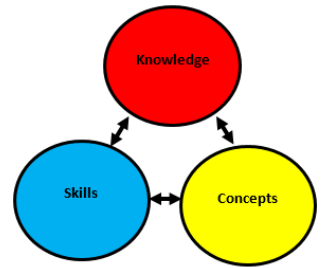
now  
then  
yesterday  
last week  
past  
experiences



similarities  
differences  
timeline  
date  
sequence  
chronological



links  
connections  
AD/ CE  
BC/ BCE  
Prehistoric  
chronological



# History : Year 3 A: Chronological Awareness



\* How to identify similarities and differences between the past and present.

\* How to be aware of different periods from the past i.e. The Stone Age.

\* How to describe significant features from time periods.

\* How to recount changes in my own life over time.

\* Some of the differences and similarities between historical periods.

\* To compare different historical periods.

\* How to recognise that dates are used to identify events in the past.

\* How to make links between historical periods that I have studied.

\* To make links across multiple historical periods that I have studied.

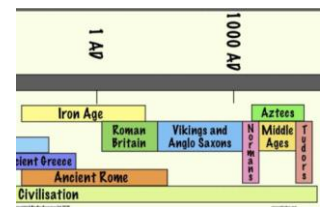
\* How to use a timeline to place important events.

\* That a timeline can be divided into AD and BC.

\* How to describe the main changes in a period of history.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

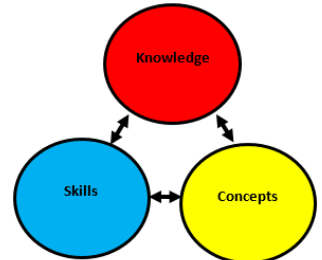
similarities  
differences  
timeline  
date  
order/  
chronological



links  
connections  
AD/ CE  
BC/ BCE  
Prehistoric  
chronological



describe  
compare  
change  
influence  
impact  
advance



# History : Year 4 A: Chronological Awareness



\* How to recount changes in my own life over time.

\* How to describe different historical periods.

• How to describe significant features from time periods.

\* Some of the differences and similarities between historical periods.

\* To compare different historical periods.

\* How to compare various historical periods that I have studied.

\* How to make links between historical periods that I have studied.

\* To make links across multiple historical periods that I have studied.

\* How to contrast different historical periods that I have studied.

\* That a timeline can be divided into AD and BC.

\* How to describe the main changes in a period of history.

\* How to place historical events or change on a timeline.

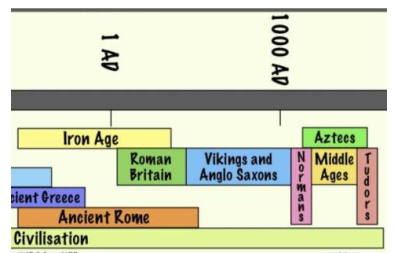
\* How to recount changes in my own life over time.

\* How people's lives have shaped the world I live in.

\* How Britain has influenced and been influenced by the wider world.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

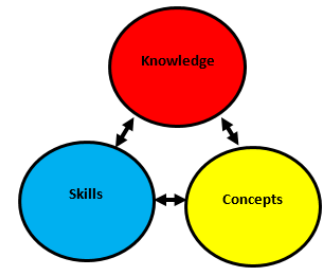
links  
connections  
AD/ CE  
BC/ BCE  
Prehistoric  
chronological



describe  
compare  
change  
influence  
impact  
advance



significant  
compare  
influence  
timeline  
change



# History : Year 5 A: Chronological Awareness

Previously, I have learnt...

In Year 5, I am learning...

In the future, I will learn...

My future...

\* How to describe different historical periods.

\* How to describe significant features from time periods.

\* Describe features and make links between past societies and periods.

Archaeologist  
Editor

• To compare different historical periods.

\* How to compare and contrast different historical periods that I have studied.

\* How to identify, compare and contrast features between past societies and periods.

Heritage Manager  
Journalist/  
Reporter

\* To make links across multiple historical periods that I have studied.

\* How to place historical events or change on a timeline.

\* How to order significant events, movements and dates on a timeline.

Librarian  
Lawyer/ Solicitor

\* How to describe the main changes in a period of history.

• How Britain has influenced the wider world.

\* How to critique differences in country advancements.

Museum Officer  
Researcher

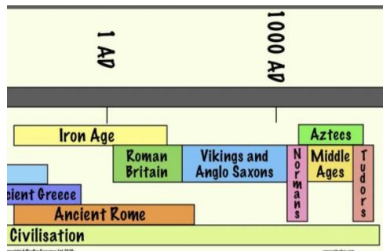
\* How people's lives have shaped the world I live in.

• How Britain been influenced by the wider world.

\* To understand how some historical events occurred concurrently in different locations.

Teacher  
Politician  
Writer

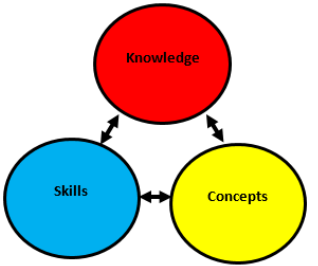
describe  
compare  
change  
influence  
impact  
advance



contrast  
significant  
compare  
AD/ CE  
BC/ BCE  
timeline



societies  
concurrent  
influence  
advancements  
geographical  
societies



# History: Year 6 A: Chronological Awareness



\* How to describe significant features from time periods.

\* Describe features and make links between past societies and periods.

\* How use features from pas societies to explain featured of life today.

Archaeologist

\* How to compare and contrast different historical periods that I have studied.

\*How to identify, compare and contrast features between past societies and periods.

\* How to critique differences in country advancements.

Editor

Heritage Manager

\* How to place historical events or change on a timeline.

\* How to order significant events, movements and dates on a timeline.

\* How to group and order thematic advances word wide.

Journalist/  
Reporter

Librarian

\* That a timeline can be divided into AD and BC.

\* How to make use of dates and specialist terms.

\* How to create world wide thematic timelines.

Lawyer/ Solicitor

Museum Officer

\* How Britain has influenced and been influenced by the wider world.

\* To understand how some historical events occurred concurrently in different locations.

\* To identify varying economic and political states of countries in specific global climates.

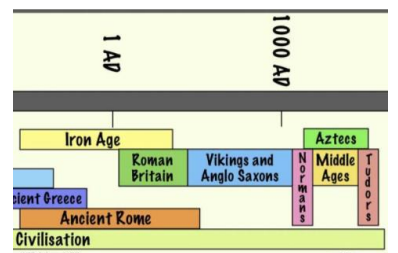
Researcher

Teacher

Politician

Writer

contrast  
significant  
compare  
AD/ CE  
BC/ BCE  
timeline



societies  
concurrent  
influence  
advancements  
geographical  
societies



continuity  
decade  
millennium  
thematic  
economic  
political

