

CHRONOLOGICAL UNDERSTANDING			
Reception	KS1	LKS2	UKS2
<p>Words and Roads Take Us Places – Theme 4</p> <p>*Additionally, all communication and language skills are developed daily through a range of the following:</p> <ul style="list-style-type: none"> • Whole class teaching • Focus Labs • Learning Labs • Let's Get Together <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (UTW, C&L through Focus Labs, Learning Labs and co-learning strategies) • Understand the past through settings, characters and events encountered in books read in class and storytelling (UTW, C&L through Focus Labs, Learning Labs and co-learning strategies) 	<p>Use simple terms relating to the passing of time (long ago, nowadays, yesterday, tomorrow). (1)</p> <ul style="list-style-type: none"> • Explore where people and events fit within a developing chronological framework, often linked to themselves(1) • Know where people and events fit within a developing chronological framework (2 Use common words and phrases relating to the passing of time-past, present ,future, ancient, modern (2) 	<p>Know the names of the historical periods studied [e.g. The Shang Dynasty, The Stone Age, The Steam Age] (3)</p> <p>Illustrate the passing of time through the use of historical periods [e.g. sequence people and events within a timeline of historical periods]. (3)</p> <p>Uses formal chronological concepts to refer to the passage of time [e.g. BC/AD, BCE/CE, century, decade].(4)</p> <p>Begin to understand how historical periods relate to one another [e.g. the Anglo-Saxons lived after the Ancient Greeks and before the Victorians].(4)</p>	<ul style="list-style-type: none"> • Begins to use dates to refer to the passage of time.(5) • Further develop their understanding of chronology within and across historical periods [e.g. the Victorian period ended over a century ago in 1901].(5) • As appropriate, use a range of technical terminology [e.g. The Shang Dynasty], chronological concepts [e.g. the 21st century, a century ago] and dates to refer to the passage of time.(6)5 • Have a chronologically secure knowledge of the local, British and World history they study(6)5

HISTORICAL UNDERSTANDING			
Reception	KS1	LKS2	UKS2
<ul style="list-style-type: none"> Words and Roads Take Us Places – Theme 4 *Additionally, all communication and language skills are developed daily through a range of the following: <ul style="list-style-type: none"> Whole class teaching Focus Labs Learning Labs Let's Get Together Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (UTW, C&L through Focus Labs, Learning Labs and co-learning strategies) 	<ul style="list-style-type: none"> Make distinctions between aspects of their own lives and those of parents and grandparents (1) Begin to use every day historical vocabulary (olden days, long, long ago) (1) Identify similarities and differences between ways and life in different periods they have studied (2) Use a wide vocabulary of everyday historical terms (2) 	<p>Know the narratives of the historical periods they study [e.g. describe what happened at The Battle of Hastings]. (3) Compare and contrast different periods of history [e.g. from 'before' and 'after' pictures, identify what changes the Romans made to Britain].(3)</p> <ul style="list-style-type: none"> Identify significant events and people from the past that are remembered today.(3) Begin to know the meaning of some abstract historical terms, when asked [e.g. empire, civilisation, parliament, and peasantry].(3) Begin to develop richer narratives of the periods they study, moving beyond simply knowing what happened and starting, for example, to appreciate what people thought and felt about events [e.g. How did the Iceni react to Roman invasion?].(4) Begin to make connections between historical events, identifying a reason for an event or change [e.g. why was Hadrian's Wall built?].(4) Identify significant events and people from the past that are remembered today and suggest reasons for this.(4) Know the meaning of abstract historical terms [e.g. empire, civilisation, parliament, peasantry].(4) 	<ul style="list-style-type: none"> Develop richer narratives of the periods they study, knowing what happened, what people thought and felt about it and how some events were linked [e.g. knows how and suggests why Boudicca resisted the Romans] (5) Establish narratives across the periods they study, making connections and identifying trends, including in technology, culture, leisure, beliefs and attitudes [e.g. how and why the food people eat in Britain has changed over time](5) Identify more than one reason for an event or change in the history they study.(5) Discusses significant events and people from the past that effect life today [e.g. the impact of the Anglo-Saxon's on the modern English language](5) Begin to use abstract historical terms, including in writing [e.g. empire, civilisation, parliament, peasantry](5) Develop rich narratives of the periods they study, knowing what happened, what people thought and felt and illustrating connections between events [e.g. Explain why the Vikings raided northern England, describing what happened and the responses of natives to this].(6)) Establishes clear narratives across the periods they study, making connections and

			<p>identifying trends including in technology, culture, leisure, beliefs and attitudes [e.g. how and why crime and punishment has changed over time](6) British Settlement by Anglo Saxons, The British Empire,</p> <ul style="list-style-type: none">• Identify different reasons for an event or change in the history they study.(6)• Discuss the significance, both then and now, of certain events and people [e.g. Why was the discovery of Guy Fawkes so important? Why do we still remember Guy Fawkes today?](6)• Use abstract historical terms, including in writing [e.g. empire, civilisation, parliament, peasantry](6)
--	--	--	--

HISTORICAL ENQUIRY			
Reception	KS1	LKS2	UKS2
<p>(Annual cycle) Words and Roads Take Us Places – Theme 4</p> <p>*Additionally, all communication and language skills are developed daily through a range of the following:</p> <ul style="list-style-type: none"> • Whole class teaching • Focus Labs • Learning Labs • Let's Get Together <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (UTW, C&L through Focus Labs, Learning Labs and co-learning strategies) • Understand the past through settings, characters and events encountered in books read in class and storytelling (UTW, C&L through Focus Labs, Learning Labs and co-learning strategies) 	<ul style="list-style-type: none"> • Use sources, including parts of stories to provide simple answers to questions (e.g. the man lived in a cave instead). • Ask and answer questions about the past, often in relation to their own lives (e.g. Why doesn't that man live in a house?). • Explore some of the ways in which we find out about the past (e.g. stories, artefacts, photos, pictures and archaeology) • Ask and answer questions about historical events they study (2) • Identify different ways in which the past is represented(2) 	<ul style="list-style-type: none"> • Sometimes ask and regularly answer questions about the history they study, including about similarities and differences.(3) • Finds evidence from historical sources which mostly relates to a given focus [e.g. finds evidence of the Viking raids and sorts it into 'peaceful' and 'violent'].(3) • Identify differences in accounts of an event [e.g. in paintings, drawings and photographs].(3) • Presents findings in different ways such as in writing, in tables and through drama.(3) • Suggests different sources of historical knowledge [e.g. artefacts, photographs, written accounts as well as library books and the internet.](3)Sometimes ask and regularly answer questions about the history they study, including about similarity and difference as well as change.(4) • Finds evidence from historical sources which relates to a given focus, sifting out irrelevant information [e.g. use evidence from Ancient Greek pottery and legends to find out what happened at the Olympic Games].(4) Identify differences in accounts of an event [e.g. in diary extracts and letters].(4) 	<ul style="list-style-type: none"> • Sometimes ask and regularly answer questions about the history they study, including about similarity and difference, change and cause and consequence.(5) • Selects evidence from a range of historical sources and use their findings to answer a question or prove an idea [e.g. What was it like for evacuees during WWII?](5) • Identify differences in accounts of events and suggest reasons for this (5). • Start to organise their findings into useful structures [e.g. chronological timeline, a descriptive paragraph] (5) • Appreciate that historical knowledge can be deepened from studying a range of sources.(5) • Sometimes ask and regularly answer historically valid questions about the history they study, including questions about similarity and difference, change, cause and consequence as well as significance.(6) Construct responses to questions that involve thoughtful selection of relevant historical information(6) • Identify differences in accounts of events and discern how and why contrasting interpretations have been made, including having an awareness of deliberate bias.(6)

		<ul style="list-style-type: none">• Presents findings in a range of different ways such as in graphs, on timelines and in writing.(4)• Appreciate that historical knowledge is discovered and pieced together from sources.(4)	<ul style="list-style-type: none">• Organise their findings into useful structures, including to answer a question in writing.(6)• Understand that knowledge from the past is constructed from a range of sources.(6)
--	--	---	--