

Coberley History Vocabulary Progression

Chronological Understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Prior Knowledge</u> 	<u>Prior Knowledge</u> Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born	<u>Prior Knowledge</u> Sequence some events or 3/4 related objects in order.	<u>Prior Knowledge</u> Being able to sequence their life events in order	<u>Prior Knowledge</u> Use timelines to place events in order. Understand timeline can be divided into BC and AD	<u>Prior Knowledge</u> Divide recent history into present, using the 21st century, and the past using 19th and 20th centuries.	<u>Prior Knowledge</u> Use timelines to place and sequence local, national and international events and having clear knowledge of centuries, AD and BC
<u>New Learning</u> Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Show images of familiar situations in the past, such as homes, schools, and transport. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	<u>New Learning</u> Sequence some events or 3/4 related objects in order. Use words and phrases: old, new, young, days, months. Remember parts of stories and memories about the past. Family Chronology/ Berkeley Castle	<u>New Learning</u> Recount changes and describe memories in one's life over time. Sequence artefacts closer together in time – check with reference book. Sequence photographs etc. from different periods of their life. Use words and phrases such as recently, before, after, now, later. Use past and present when telling others about an event.	<u>New Learning</u> Use timelines to place events in order. Understanding that the timeline can be divided into BC and AD. Use words and phrases: century, decade. Sequence several events or artefacts	<u>New Learning</u> Divide recent history into the present, using the 21st century, and the past using the 19th and 20th centuries. Place names and places and dates of significant events from past on a timeline. Understand more complex terms eg BC/AD. Use words and phrases: century, decade, BC, AD, after, before, during, decade, century, Roman	<u>New Learning</u> Use timelines to place and sequence local, national and international events. Sequence historical periods. Identify changes and make comparisons within and across historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period, Empire, civilisation	<u>New Learning</u> Use timelines to place events, periods and cultural movements from around the world. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Use these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. Name the date of any significant events studied from the past and place it correctly on a timeline. Being able to relate to important events around the world and events that happened at the same time in UK and vice versa.

Knowledge and Understanding of past events, people and changes in the past

<u>Prior Knowledge</u>	<u>Prior Knowledge</u>	<u>Prior Knowledge</u>	<u>Prior Knowledge</u>	<u>Prior Knowledge</u>	<u>Prior Knowledge</u>	<u>Prior Knowledge</u>
	All of EYFS	Recognise the difference between past and present in their own and others' lives.	Recognise why people did things, why events happened and what happened as a result.	Describes similarities and differences between people, events and objects. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.	See all of year 4	Use evidence to describe the past. (Y3) Offer a reasonable explanation for some events (Y4)
<u>New Learning</u>	<u>New Learning</u>	<u>New Learning</u>	<u>New Learning</u>	<u>New Learning</u>	<u>New Learning</u>	<u>New Learning</u>
Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	Recognise the difference between past and present in their own and others' lives Know and recount episodes from stories about the past. Significant historical events in own locality Events beyond living memory by studying famous people from the past	Use information to describe the past. Use information to describe differences between then and now. Recount main events from a significant event in history. Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times.	Use evidence to describe the past. Use evidence to find out how things may have changed during a time period. Describes similarities and differences between people, events and objects. Find out about every-day lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.	Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describe how some of the past events/people affect life today. Offer a reasonable explanation for some events	Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Give some causes and consequences of the main events, situations and changes in the periods studied. Identify changes and links within and across the time periods studied. Compare life in early and late 'times' studied Compare an aspect in line with the same aspect in another period (e.g. the differences between the role of men and women).	Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identify how any of the above may have changed during a time period. Give your own reasons why changes may have occurred, backed up with evidence. Show identified changes on a timeline. Describe similarities and differences between some people, events and objects studied. Describe how some changes affect life today. Make links between some features of past societies. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.

						Understanding historical genres while studying lives of famous painters and musicians, being able to analyse the progression and changes through time periods in the respective genres (cross curricular- Guided Reading)
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