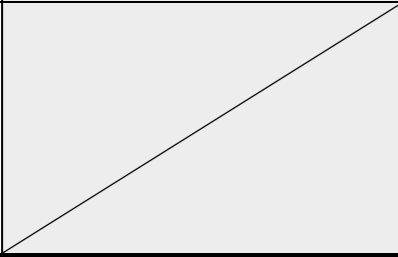


Chronology		Analysing sources and evidence			Making connections		
Through exploration of time, children will be able to distinguish between past, present and future time. They will be able to identify how events take place over time and demonstrate chronology in writing their own histories. Children will be able to interpret data presented in time lines and in doing so, analyse patterns of historical duration or continuity as well as to recognise historical change.		Children will have the opportunity to explore a wide variety of artefacts, digital information and expert speakers; investigating through questioning and cross-examination.			Through analysing the relationships between evidence, children will understand the interconnectedness of historical events, individuals and/or concepts. Children will demonstrate an understanding of how to put pieces of historical evidence together. They will explore historical causation and question historical inevitability.		
Curriculum Thread	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Chronological understanding</i>	<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 	<ul style="list-style-type: none"> - I can say how I have changed as a baby and organise pictures in chronological order (changes within living memory) - I can use words/phrases related to the passing of time - I can distinguish between different periods in time using simple markers, such as inventions. - I can organise events into a simple timeline. 	<ul style="list-style-type: none"> - I can sequence and describe key events in peoples' lives. - I can recount changes in own life over time. - I can use words and phrases related to the passing of time such as recently, before, after, now, later. - I can order events using timelines. – E.g. put 5 people, events or objects in order using a given scale. - I can use words and phrases related to the passing of time such as recently, before, after, now, later. 	<ul style="list-style-type: none"> - I can recount the life of someone famous from Britain who lived in the past. - I can name the periods in the ancient Greek civilisation and order them on a timeline. - I can order decades chronologically. - I can arrange key civilisations in world history chronologically. 	<ul style="list-style-type: none"> - I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past - I can place the Romans on a timeline - I can work out when the Romans invaded Britain by calculating how many of my lifetimes it has been since 43 AD. 	<ul style="list-style-type: none"> - I can place current study on a timeline in relation to other studies (advancements in robotics/space travel) and know and sequence key events studied. 	<ul style="list-style-type: none"> - I can sequence up to 10 events on a timeline - I can name key dates of a significant event on a timeline.
<i>Coverage and knowledge</i>	Ongoing	<p>Term 1 Title: What makes a hero?</p> <p>Term 3 Title: Whatever next?</p> <p>Term 6 Title: Why is this place special?</p>	<p>Term 1 Title: What makes me special?</p> <p>Term 2 Title: What makes a great team?</p> <p>Term 6 Title: What makes Bath beautiful?</p>	<p>Term 3 Title: What is a scientist?</p> <p>Term 5 Title: What did the Ancient Greeks do for us?</p> <p>Term 6 Title: Is it trash or treasure?</p>	<p>Term 3 Title: How did the Romans change Bath?</p> <p>Term 4 Title: How does the past affect us?</p> <p>Term 6 Title: Why are landmarks important?</p>	<p>Term 1 Title: When is a robot better than a human?</p> <p>Term 2 Title: Do you have what it takes to become an astronaut?</p> <p>Term 3 Title: How did the Ancient Egyptians make their mark?</p> <p>Term 5 Title: What makes us British?</p>	<p>Term 1 Title: What can we learn from the past?</p> <p>Term 2 Title: How can we cope in a crisis?</p> <p>Term 4 Title: How do we celebrate culture and diversity?</p>
<i>Vocabulary</i>		Time order When I was little A long time ago Before I was born Then/now Old New Young Days, months A long time ago	Chronological order Century When I was younger Past/Present Earlier Later	BC/AD Decade Ancient Period Historical	Era Prehistoric Artefact Archaeology	Advancements/growth Generation	Pre-war Post-war Modern era

<p><i>Analysing sources and evidence</i></p>	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> - I can ask and answer questions related to different sources and objects. - I can use a range of resources (books, pictures, video) to find out characteristic features of the past. - I can show knowledge and understanding of the past in different ways. (drawing, writing, talking) 	<ul style="list-style-type: none"> - I can use texts, pictures, artefacts, visits, buildings and the internet to find information about the past. - I can find out about the life of historic people by using drama, hot-seating and role play (eg. Samuel Pepys’ diary). - I can find out about the life of a significant person from Bath. - I can explore the buildings of Bath (local history). - I can observe clothing of the Georgian period 	<ul style="list-style-type: none"> - I can use specific search engines on the internet to help me find information more rapidly. - I can suggest sources of evidence e.g. printed sources, photos, music, artefacts, visits to historical buildings to collect information about the past - I can make suggestions about what unfamiliar artefacts might have been used for 	<ul style="list-style-type: none"> - I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. - I can ask questions and interview expert historians to find out information 	<ul style="list-style-type: none"> - I can ask a range of questions about the past. - I can use documents, printed sources, the internet, databases, pictures, photos, artefacts, historical building and visits to collect information about the past. - I can choose reliable sources of evidence to answer questions - I can explain that people (now and in the past) can represent events or ideas in ways that persuade others. 	<ul style="list-style-type: none"> - I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - I can choose a reliable source of factual evidence to describe: culture and leisure activities; clothes; ways of life; buildings; people’s beliefs, religion and attitudes; differences between rich and poor. - I can use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigation.
<p><i>Coverage and knowledge</i></p>	<p>Ongoing</p>	<p>Term 1 Title: What makes a hero? Term 3 Title: Whatever next? Term 6 Title: Why is this place special?</p>	<p>Term 1 Title: What makes me special? Term 2 Title: What makes a great team? Term 6 Title: What makes Bath beautiful?</p>	<p>Term 3 Title: What is a scientist? Term 5 Title: What did the Ancient Greeks do for us? Term 6 Title: Is it trash or treasure?</p>	<p>Term 3 Title: How did the Romans change Bath? Term 4 Title: How does the past affect us? Term 6 Title: Why are landmarks important?</p>	<p>Term 1 Title: When is a robot better than a human? Term 2 Title: Do you have what it takes to become an astronaut? Term 3 Title: How did the Ancient Egyptians make their mark? Term 5 Title: What makes us British?</p>	<p>Term 1 Title: What can we learn from the past? Term 2 Title: How can we cope in a crisis? Term 4 Title: How do we celebrate culture and diversity?</p>
<p><i>Vocabulary</i></p>		<p>Photograph Map</p>	<p>Interviews Artefact Architecture</p>	<p>Primary and secondary source Diary Document Biography/auto-biography</p>	<p>Evaluate Investigate</p>	<p>Interpretation Analyse</p>	<p>Archival</p>
<p><i>Making connections</i></p>	<p>I can...</p> <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Know some similarities and differences between things in the past and now, drawing on their 	<ul style="list-style-type: none"> - I can identify objects that are old and objects that are new and compare them. - I can compare the lives and achievements of two famous historical figures. - I can explain how life was very different in the past to how it is today. - I can explain why people knew less about the world in the past than we know today. 	<ul style="list-style-type: none"> - I can use my knowledge of the past to guess how people at the time might have felt. - I can use information to describe differences between then and now. E.g. compare London then and now. - I can handle artefacts, clothing and compare and contrast houses. 	<ul style="list-style-type: none"> - I can describe the differences between ancient and modern periods - I can explain the impact of the discovery of medicine on modern day life 	<ul style="list-style-type: none"> - I can make comparisons between different times in history. - I can use these comparisons to evaluate cause and effects 	<ul style="list-style-type: none"> - I can look at different versions of the same event and identify differences in the accounts. - I can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. - I can give some causes and consequences of the main events, situations and changes in periods studied. 	<ul style="list-style-type: none"> - I can describe main changes in a period of history using words such as: social, religious, political, technological and cultural. - I can describe how some changes affect life today. - I can give clear reasons why there may be different accounts of history - I can compare beliefs and behaviour with another period studied.

	<p>experiences and what has been read in class</p> <ul style="list-style-type: none"> - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> - I can tell the difference between the past and present in my own and other people’s lives. 	<ul style="list-style-type: none"> - I can look at different eras that have an impact on locality. 				<ul style="list-style-type: none"> - I can compare and contrast ancient civilisation. - I can describe how some changes affect life today.
<i>Coverage and knowledge</i>	Ongoing	<p>Term 1 Title: What makes a hero?</p> <p>Term 3 Title: Whatever next?</p>	<p>Term 1 Title: What makes me special?</p> <p>Term 2 Title: What makes a great team?</p> <p>Term 6 Title: What makes Bath beautiful?</p>	<p>Term 3 Title: What is a scientist?</p> <p>Term 5 Title: What did the Ancient Greeks do for us?</p> <p>Term 6 Title: Is it trash or treasure?</p>	<p>Term 3 Title: How did the Romans change Bath?</p> <p>Term 4 Title: How does the past affect us?</p> <p>Term 6 Title: Why are landmarks important?</p>	<p>Term 1 Title: When is a robot better than a human?</p> <p>Term 2 Title: Do you have what it takes to become an astronaut?</p> <p>Term 3 Title: How did the Ancient Egyptians make their mark?</p> <p>Term 5 Title: What makes us British?</p>	<p>Term 1 Title: What can we learn from the past?</p> <p>Term 2 Title: How can we cope in a crisis?</p> <p>Term 4 Title: How do we celebrate culture and diversity?</p>
<i>Vocabulary</i>		<p>Same Different</p>	<p>Compare and contrast Change Similarity and difference</p>	<p>Cause and effect Connection</p>	<p>Tradition Significance</p>	<p>Innovation Evolution</p>	<p>Regression Legacy Perspective</p>