

EYFS (Reception)	Year 1	Year 2
<p>To know that someone's age is the time since they were born.</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents.</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that beyond living memory is more than 100 years ago.</p>	<p>To know that events in history may last different amounts of time.</p> <p>To know a decade is ten years.</p>

Lower Key stage 2	Upper Key stage 2
<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</p>

**EYFS (Reception)**

Beginning to sequence events when describing them (e.g. daily routines, events in a story)

Recognising that some stories are set a long time ago.

Recognising significant dates for them (birthday).

Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)

Recounting activities that happened in their past using photos as a prompt.

**Year 1**

Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).

Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).

Sequencing three or four artefacts/photographs from different periods of time.

Placing events on a simple timeline.

Recording on a timeline a sequence of historical stories heard orally.

**Year 2**

Sequencing up to six photographs, focusing on the intervals between events.

Placing events on a timeline, building on times studied in Year 1.

Beginning to recognise how long each event lasted.

Knowing where people/events studied fit into a chronological framework.

**Lower key stage 2**

Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.

Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.

Using dates to work out the interval between periods of time and the duration of historical events or periods.

Using BC/AD/Century.

Sequencing eight to ten artefacts, historical pictures or events.

Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Placing the time studied on a timeline.

Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Noticing connections over a period of time.

Making a simple individual timeline.

**Upper key stage 2**

Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.

Understanding the term “century” and how dating by centuries works.

Putting dates in the correct century.

Using the terms AD and BC in their work.

Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians

Developing a chronologically secure understanding of British, local and world history across the periods studied.

Placing the time, period of history and context on a timeline.

Relating current study on timeline to other periods of history studied.

Comparing and making connections between different contexts in the past.

Sequencing 10 events on a timeline.