



BRUNSHAW PRIMARY SCHOOL

Inspiring children to be resilient and aspirational learners, within a positive and considerate community



Brunshaw Primary School **Chronology** Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	- Identify similarities and differences - Use a wide vocabulary of everyday historical terms and phrases relating to the passing of time	- Identify similarities and differences between ways of life in different periods, - Recognise where some people and events fit into a chronological framework	- Developing a chronologically secure knowledge and understanding of British history, knowing key dates and historical terms. - Making some links between and across periods	- Developing a chronologically secure knowledge and understanding of world history, knowing key dates and historical terms. - Place events into different periods using the appropriate historical terminology	- Sequencing events and periods through the use of appropriate terms relating to the passing of time - Know and understand the history of these islands as a coherent, chronological narrative - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts	- Know and understand the history of these islands as a coherent, chronological narrative. - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	▪ Recognise the distinction between past and present. ▪ Identify similarities and differences between ways of life in different periods, ▪ Recognise where some people and events fit into a chronological framework.	▪ Recognise the distinction between past and present. ▪ Identify similarities and differences between ways of life in different periods ▪ Recognise where some people and events fit into a chronological.	▪ Making some links between and across periods ▪ Identifying where some periods studied fit into a chronological framework	▪ Developing a chronologically secure knowledge and understanding of world history ▪ Making some links between and across periods	Show their chronologically secure knowledge by: ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...).	▪ Sequencing events and periods ▪ Identifying where periods studied fit into a chronological ▪ In depth study of different periods, using appropriate vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	▪ Recognise the distinction between past and present. ▪ Identify similarities and differences between ways of life in different periods, particularly concentrating on clothing and buildings. ▪ Recognise where some people and events fit into a chronological framework by using common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago	▪ Identify similarities and differences between ways of life in different periods, particularly concentrating on clothes and transport. ▪ Recognise where some people and events fit into a chronological framework by using a wide vocabulary of everyday historical terms relating to the passing of time such as before, after, yesterday, past, last year, a long time ago	▪ Show their increasing knowledge and understanding of the past by: ▪ Developing a chronologically secure knowledge and understanding of local history, knowing key dates and historical terms. ▪ Making some links between and across periods, such as the difference between clothes, food, buildings or transport.	Show their increasing knowledge and understanding of the past by: ▪ Developing a chronologically secure knowledge and understanding of British history, knowing key dates and historical terms. ▪ Making some links between and across periods, such as the difference between clothes, food, buildings or transport.	▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). ▪ Analyse connections, trends and contrasts over time.	▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time. ▪ In depth study of different periods (World War 2), using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, primary source, secondary source, reliability). ▪ Analyse connections, trends and contrasts over time.