

St. Benedict's Primary School

HISTORY KNOWLEDGE AND SKILLS BUILDER: Chronology

Year group	ILP and Context for Learning	Skills and Knowledge
Reception	<p>Reception Autumn 1 Topic Ourselves Big Question What can you tell me about yourself? Context – When I was a baby. Hi 1</p> <p>Spring 1 Topic Animals Big Question Are all animals wild? Context –Dinosaurs Hi 2 Summer 2 Journeys Context – Sequencing a journey</p>	<p>Skill Put familiar events in chronological order, using pictures and discussion</p> <p>Knowledge Use some sequencing words such as first, next, finally</p>
Year 1	<p>Autumn 1 ILP Enchanted Woodlands Big Question – What can you find in a woodland? Context - Listening to stories from WW2 Hi 1</p>	<p>Skill Describe changes within or beyond living memory</p> <p>Knowledge Know how people's lives have shaped this nation Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p>
	<p>Autumn 2 ILP Bright Lights Big City Big Question – How is a city different to the countryside? Context - The Great Fire of London Hi 2</p> <p>Programmes of Study Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>Skill Order information on a timeline</p> <p>Knowledge Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically</p>
Year 2	<p>Autumn 1 ILP Street Detectives Big Question– Can you name the human and physical features of a city? Context - Comparing and contrasting streets from Victorian times to present day. Hi 2</p> <p>Programmes of Study</p>	<p>Skill Describe how an aspect of life has changed over time</p> <p>Knowledge Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>

	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	
	<p>Autumn 2 ILP Land Ahoy! Big question – How is an explorer different to a pirate? Context - Significant historical people – Captain James Cook and Grace Darling Hi 3 / 4 Programmes of Study Learn about events beyond living memory that are significant nationally or globally</p> <p>Spring 2 ILP Towers, Tunnels and Turrets Big Question– What was life like inside a castle? Context – comparing castles from different times Hi 2 Programmes of Study Learn about events beyond living memory that are significant nationally or globally</p>	<p>Skill Sequence significant information in chronological order.</p> <p>Knowledge A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years</p>
Year 3	<p>Autumn 1 ILP Gods and Mortals Context - a study of Greek life and achievements and their influence on the western world (Hi8) Programmes of Study Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Skill Order events and dates from ancient Greek history on a timeline.</p> <p>Knowledge The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre</p>
	<p>Summer 1 ILP Scrumdidlyumptious! Big Question - How do you stay healthy? Context – The work of James Lind Programmes of Study Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Skill Select significant information to place in chronological order.</p> <p>Knowledge A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years</p>

	<p>Summer 2 ILP Tribal Tales Big Question - How have the people of Britain developed over the last thousand years? Context – Stone Age, Bronze Age, Iron Age (Hi 1) Programmes of Study Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>Skill Sequence dates and information from several historical periods on a timeline Knowledge Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar</p>
Year 4	<p>Year 4 Autumn 1 ILP I am Warrior Big Question Why was the Roman Empire so successful? Context – The impact of the Roman Empire on Britain (Hi 2) Programmes of Study Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses Year 4 Spring 1 ILP Traders and Raiders Big Question Where did the Anglo Saxons settle and why? Context – Vikings and Anglo Saxons (Hi 3, 4) Programmes of Study Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Skill Sequence significant dates about events within a historical time period on historical timelines. Knowledge Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p>
Year 5	<p>Autumn 2 ILP Off with her head Big Question: Why were the Tudors known as The Terrible Tudors? Context – Learn about the Tudors (Hi 6) Programmes of Study Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>Skill Create an in-depth study of an aspect of British history beyond 1066 sequencing a Tudor timeline and explaining where Tudors fit into our history Knowledge Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p>

	<p>Summer 1 ILP Pharaohs Big Question: Why are the Gods so important to the Pharaohs? Context – Learn about Ancient Egypt (Hi 7) Programmes of Study Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Skill Sequence and make connections between periods of world history on a timeline Knowledge Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.</p>
Year 6	<p>Autumn 1 ILP A child's war Big Question: In what ways did World War Two affect children? Context – World War 2 (Hi 8) Programmes of Study Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Skill Articulate and present a clear, chronological world history narrative within and across historical periods studied. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods Knowledge Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion</p>
	<p>Spring 1 ILP Frozen Kingdom Big Question: What are the main similarities and differences between the Arctic and the Antarctic? Context – Timeline of Polar exploration (Hi 8) Programmes of Study Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p>Skill Articulate and present a clear, chronological world history narrative within and across historical periods studied. Knowledge Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p>

	<p>Spring 2 ILP Darwin's Delights Big Question: Can you explain Darwin's theory of evolution and natural selection? Context – Who was Charles Darwin? (Hi 8) Programmes of Study Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p>Skill Articulate and present a clear, chronological world history narrative within and across historical periods studied. Knowledge Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p>
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