

Year Group

Thrapston Primary School Skills and Knowledge Progression

Subject area- History

Local Study



	EYFS	Communication and Language	Personal, Social and Emotional Development	Physical Development	Knowledge and Understanding of the World	Expressive Arts and Design
3-4 Year Olds		Understand 'why' questions.			Begin to make sense of their own life-story and family's history	
Children in Reception		Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.			Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past	
ELGs		Make comments about what they have heard and ask questions to clarify their understanding.			Talk about the lives of people around them and their roles in society.	

		<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 			<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	
	Year 1	NC Coverage	Knowledge	skills	Vocabulary	Note
		<p>Family in the Past <i>N.C. Objectives:</i> -To know about changes in living memory.</p> <p>Kings, Queens and Castles <i>N.C. Objectives:</i> -To know about the lives of significant individuals in the past who have contributed to national and international achievements. -To compare aspects of life in different periods.</p>	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To know what they look like when they were little and compare it to parents and grandparents.</p> <p>To know what toys their parents and grandparents played with.</p> <p>To know how technology has changed in the 3 generations.</p> <p>To know how household appliances has changed in the 3 generations .</p> <p>To know how modes of transport has changed in the 3 generations .</p>	<p>Chronology Identifying that events and people form the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order.</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC etc</p> <p>Constructing the past Identifying that events have happened in the past and significant people from the past have helped shape the present locally</p> <p>Identifying that there are some themes that link history together – locality, transport etc.</p> <p>Continuity and change</p>	<p>Communicate Historically Use words and phrases such as:</p> <ul style="list-style-type: none"> • Topic vocabulary in context • a long time ago • recently • when my parents were children • years • living memory • significant • local/locality • invention • fact • remembers • century • cause/effect 	

		<p>Local History <i>N.C. Objectives:</i> -To identify similarities and differences between ways of live in different periods.</p> <p>-To learn about significant historical events, people and places in their local area.</p> <p>Local Study</p>	<p>To know the story of King Arthur – myths and legends.</p> <p>To know who Queen Elizabeth II is and the role she plays in their lives.</p> <p>To know the national anthem</p> <p>To know the different kinds of castles and to name their main features.</p> <p>To know what Thrapston used to look like compared to now.</p> <p>To know about what a landmark is and identify ones in Thrapston e.g. the church, War Memorial etc.</p> <p>To know why these landmarks are important to residents</p>	<p>Identifying that changes have happened in history that can impact on today. Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing Cause and effect Identifying that certain events and individuals have had major consequences in history.</p> <p>Identifying that history can affect the local area, as well as nationally and globally .</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' –</p> <p>Significance and interpretation Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally .</p> <p>Begin to understand what makes someone or something significant</p> <p>Historical enquiry Guided enquiry using knowledge from topic</p> <p>Using sources as evidence Analyse a variety of artefacts/objects to infer about an individual or event</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p>		
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Year 2	NC Coverage	Knowledge	Skills	Vocabulary	Notes
	<p><u>Great Fire of London</u> <i>N.C. Objectives:</i> - To know about events beyond living memory nationally or globally.</p> <p>-To identify similarities and differences between ways of live in different periods.</p> <p><u>Remembrance (mini topic)</u> <i>N.C. Objectives:</i> - To learn about significant historical events, people and places in their own locality Local Study</p> <p><u>Titanic</u> <i>N.C. Objectives:</i> - To know about events beyond living memory nationally or globally.</p> <p>-To identify similarities and differences between ways of live in different periods.</p> <p><u>Famous People</u> <i>N.C. Objectives:</i> -To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>-To compare aspects of life in different periods.</p> <p><u>Seasides in the Past</u> <i>N.C. Objectives:</i></p>	<p>To know about events beyond living memory that are nationally or globally significant.</p> <p>To know about significant historical events and significant dates – e.g. 2nd September 1666, 15th April 1912</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To know where the Great Fire started and spread across London. To know how we about the Great Fire of London. To know how people reacted during the fire. To know who Samuel Pepys is.</p> <p>To know where and when the Titanic was built To know the chronology of events leading up to the sinking of the Titanic.</p> <p>To know details about the lives of Mary Seacole, Florence Nightingale and Edith Cavell.</p>	<p><u>Chronology</u> Identifying and comparing people from different periods of time.</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning.</p> <p><u>Constructing the past</u> Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally.</p> <p>Identifying that the past is remembered or ‘constructed’ in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times- Remembrance</p> <p><u>Continuity and change</u> Identifying that changes throughout history have had important consequences.</p> <p>Identifying WHY some things have stayed the same throughout history.</p> <p><u>Cause and effect</u> Identifying that certain events and individuals have had major consequences in history</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them .</p> <p><u>Significance and interpretation</u> Identifying why certain people/events are significant in the wider context of history. Identifying that certain individuals and events have had an impact locally, nationally and internationally</p> <p><u>Historical enquiry</u> Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p><u>Communicate Historically</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> • topic vocabulary in context • nationally • globally • international • achievement • timeline • artefacts • observation • Similar/different • Source • Reason • Connection • Research • Question • Experts • Evidence • Impact • Opinion <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>	<p>Diversity History- Mary Seacole</p>

	<p>-To identify similarities and differences between ways of live in different periods.</p> <p>Local study</p>		<p>Using sources as evidence</p> <p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>		
	<p>A child at the end of Key Stage 1 will:</p> <ul style="list-style-type: none"> • have awareness of the past, using common words and phrases relating to the passing of time. • know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • use a wide vocabulary of everyday historical terms. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • understand some of the ways in which we find out about the past and identify different ways in which it is represented 				

Year 3	NC Coverage	Knowledge	Skills	Vocabulary	Notes
	<p><u>Neolithic and Hunter Gathers</u> <i>N.C. Objectives:</i> - to look at the achievements of the earliest civilisations.</p> <p>- To know and understand the history of these islands as a coherent, chronological narrative. -To know about the changes in Britain from the Stone Age to the Iron Age.</p> <p><u>Local Study</u></p> <p><u>Romans – Impact on Britain</u> <i>N.C. Objectives:</i> -to know and understand the significant aspects of history of the wider world.</p> <p>- to know how Britain has been influenced by the wider world.</p> <p>- To know about the Roman Empire and its impact on Britain.</p>	<p>To know the changes in Britain from the Stone Age to the Iron Age.</p> <p>To know what life was like in the Stone Age/Bronze Age/Iron Age.</p> <p>To know the achievements of the earliest civilizations.</p> <p>To know where and when the first civilizations appeared and an in-depth study of: Romans</p> <p>To know how and why the Romans invaded Britain.</p> <p>To know who was in Britain before the Romans invaded and their way of life.</p> <p>To know who Boudicca was from different view-points.</p> <p>To know what survived from the Roman settlement of Britain.</p> <p>To know the difference between primary and secondary sources.</p>	<p><u>Chronology</u> Placing Stone, Bronze and Iron Ages into wider chronological contexts Developing an understanding of concurrence of civilisations around the world during these times. Extend to include the Roman invasion and settlement.</p> <p><u>Constructing the past</u> Building a coherent knowledge of the Stone, Bronze, Iron ages and Romans by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p><u>Continuity and change</u> Identifying the continuity and changes throughout the Stone, Bronze, Iron Ages and Romans by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p><u>Cause and effect</u> Identifying the major causes of advancement from Stone to Bronze to Iron and Roman and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p><u>Significance and interpretation</u> Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p>	<p><u>Communicate Historically</u> As in KS1 plus:</p> <ul style="list-style-type: none"> • Dates • time period • era • change • chronology • chronological • primary/secondary source • prehistoric • century • decade <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>	

			<p>Historical enquiry</p> <p>Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p> <p>Using sources as evidence</p> <p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages but more available in Roman period.</p>		
Year 4	NC Coverage	Knowledge	Skills	Vocabulary	Notes
	<p>Anglo Saxons</p> <p><i>N.C. Objectives:</i></p> <p>- To know and understand the history of these islands as a coherent, chronological narrative.</p> <p>- to know how Britain has been influenced by the wider world.</p> <p>-to know about Britain’s settlement by the Anglo Saxons</p> <p>Ancient Greece – influence on western world – impact of art, architecture etc</p> <p><i>N.C. Objectives:</i></p> <p>- to know and understand the significant aspects of history of the wider world.</p> <p>- to look at the achievements of the earliest civilisations</p> <p>Tudor Monarchs</p> <p><i>N.C. Objectives:</i></p> <p>- To know and understand the history of these islands</p>	<p>To know an aspect or them in British history that extends pupils’ chronological knowledge beyond 1066 – The Tudors – Henry VIII and his wives</p> <p>To know who Henry VIII is and the significant dates in his reign.</p> <p>To know the names and significant events in the lives of Henry VIII’s wife.</p> <p>To know about the roles, responsibilities and importance of Tudor Monarchs</p> <p>To know about Britain’s settlements by Anglo-Saxons and Scots</p> <p>To know where, when and why the Scots and Anglo-Saxons invaded Britain.</p> <p>To know where the Anglo-Saxon kingdoms were.</p> <p>To know about a typical Anglo-Saxon village and the jobs that people did.</p> <p>To know about the religious beliefs and practices of the early Anglo-Saxon people.</p> <p>To know where and when the first civilizations appeared and an in-depth study of: Ancient Greece.</p> <p>To know about Ancient Greek daily life.</p> <p>To know about significant events</p>	<p>Chronology</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <p>Constructing the past</p> <p>Building a coherent knowledge of British history in Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Identifying the impact of the Ancient Greeks’ on the western world and their chronological place in the context of world history</p> <p>Continuity and change</p> <p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, 	<p>Communicate Historically</p> <p>As above plus:</p> <ul style="list-style-type: none"> • deduce • justify • continuity • explicit evidence • implicit evidence. <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>	

	as a coherent, chronological narrative.	<p>To know their achievements and their influence on the western world- democracy, architecture, Olympics</p> <p>To know the dates and events of the Battle of Marathon.</p> <p>To know the dates and events of the Trojan War</p>	<ul style="list-style-type: none"> entertainment, beliefs <p>Cause and effect Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>Significance and interpretation Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian’</p> <p>Historical enquiry Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Independent selection of sources to provide evidence Making independent decisions using a range of evidence to justify</p> <p>Using sources as evidence</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings</p>		
Year 5	<u>NC Coverage</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>	<u>Notes</u>
	<p><u>Ancient Egypt</u> <i>N.C. Objectives:</i> -to know and understand the significant aspects of history of the wider world.</p> <p>- to look at the achievements of the earliest civilisations.</p> <p><u>The Stuarts</u> <i>N.C. Objectives:</i> -to know and understand the history of these islands as a coherent, chronological narrative.</p>	<p>To know where and when the first civilizations appeared and an in-depth study of: Ancient Egyptians.</p> <p>To know the achievements of the earliest civilisations with an in-depth study of: Ancient Egyptians</p> <p>To know key events of Ancient Egypt</p> <p>To know about religion in Ancient Egypt</p> <p>To know an aspect or them in British history that extends pupils’ chronological knowledge beyond 1066 – The Stuarts</p>	<p><u>Chronology</u> Building an understanding of post-1066 Britain through the Victorians and their impact on today’s world by comparison of:</p> <ul style="list-style-type: none"> achievements, housing, society, education entertainment, <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <p><u>Constructing the past</u> Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p>	<p><u>Communicate Historically</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> legacy infer justify hypothesis. <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>	

	<p>- to look at a local study.</p> <p>- to study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Local Study</p> <p>Victorians</p> <p><i>N.C. Objectives:</i></p> <p>-to know and understand the history of these islands as a coherent, chronological narrative.</p> <p>- to study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Local Study</p>	<p>To know the key dates and events of the Stuart reign</p> <p>To know how religion played a part in the English Civil war</p> <p>To know about Oliver Cromwell and the key events</p> <p>To know the local history of the Tudors/Stuarts and how it relates to the wider British history</p> <p>To know an aspect or them in British history that extends pupils' chronological knowledge beyond 1066 – The Victorians</p> <p>To know the key dates and events of the Queen Victoria's reign</p> <p>To know about key inventions of the Victorian era and the effect they have on life now</p>	<ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Continuity and change</p> <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and change from Victorian Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • education • entertainment <p>Cause and effect</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p> <p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying the effect of Victorian inventions on today's world as either positive or negative</p> <p>Significance and interpretation</p> <p>Identifying the significance of Victorian achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p> <p>Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them?</p> <p>Historical enquiry</p> <p>Independently identifying important achievements from the Victorians –</p> <p>Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p>		
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Year 6	<u>NC Curriculum</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>	<u>Notes</u>
	<p><u>The Mayas</u> <i>N.C. Objectives:</i> -to know and understand the significant aspects of history of the wider world.</p> <p>- to look at the achievements of the earliest civilisations.</p> <p>-to study a non-European society that provides a contrast to British history.</p> <p><u>World War 2</u> <i>N.C. Objectives:</i> -to know and understand the history of these islands as a coherent, chronological narrative.</p> <p>- to study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>To know about a non-European society that provides contrasts with British history at the same time –Mayan civilization 900; To know the key dates and events of the Mayan civilisation.</p> <p>To now where and when they built their cities.</p> <p>To know who the Mayan became an influential civilisation through trade.</p> <p>To know about the religious beliefs and practices of the Mayan people.</p> <p>To know an aspect or them in British history that extends pupils' chronological knowledge beyond 1066 – WW2</p> <p>To know when WW2 started and ended. To know the key events and dates leading up to the start of WW2.</p> <p>To know the significant events and dates during WW2</p> <p>To know how rationing worked and the reasons for it.</p> <p>To know the importance and significance of the role of women in WW2</p>	<p><u>Chronology</u> Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p><u>Constructing the past</u> Explore the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between the other early civilisations covered in previous years.</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <p><u>Continuity and change</u> Comparing similarities and differences between the Ancient Maya and Anglo Saxon Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p><u>Cause and effect</u> Identifying the causes and effects of the World war 2</p> <p><u>Significance and interpretation</u> Explore the significance of key figure in WW2 and the different interpretations that can be offered of their actions.</p> <p><u>Historical enquiry</u> Independent selection of sources, arguments and evidence to justify opinion</p>	<p><u>Communicate Historically</u> As above plus:</p> <ul style="list-style-type: none"> • bias • reliability. <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>	

				<p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate <u>Using sources as evidence</u> Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>		
<p>A child at the end of Key Stage 2 will have retained and built on KS1 skills and be able to:</p>						
<ul style="list-style-type: none"> • have strong understanding of how British and world history developed through the key themes in each topic that have been studied throughout KS2, allowing them to revisit previous topics in more detail and build on their long-term learning • identify some of the key individuals that they have studied, their significance in history and place them into the wider contexts of history so that they can compare them • understand that there is a 'narrative' to history which is based upon our understanding of the past and how we must keep learning about it to understand the future • understand the concurrent nature of history and articulate why it is important to study history in the contexts of other periods, and not just in isolation • identify both major and minor changes and continuities throughout history, demonstrating their understanding of the key themes that they have studied throughout KS2 • understand that certain events have led to much larger events and even entire periods of historical change • know that certain individuals, events and civilisations have had an incredible amount of influence on history and the formation of the world we know today • articulate various elements of history using appropriate and accurate terminology both in writing and orally, such as major themes, key skills and topic-specific vocabulary Chn should be able to discuss the passing of time in the context of entire periods of history using appropriate chronological vocabulary, both in writing and orally Chn should be able to identify and use a growing vocabulary of topics specific and general terminology to identify particular periods of history, events, civilisations and individuals in both writing and orally 						