

Colney Heath School

History Concepts : Chronology Skills Progression.

Chronology enables children to develop an overview of the narrative of history, and the ability to 'zoom in or out' on specific dates, periods and events so that they are able to understand how periods, events, places and people fit.

Within the concept of chronology there are three main aspects :

- Sequence
- Scale
- Interval.

Year Group	EYFS National Curriculum Statement	Vocabulary	Features of learning
Early Years Foundation Stage	<p>Know[ing] some similarities and differences between things in the past and now,</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Before After Earlier Long time ago</p>	<p>Sequence stages/ events in their own life.</p> <p>Talk about when Mum or Dad were little.</p> <p>Sequence pictures and artefacts e.g. baby clothes, from their life.</p> <p>Recognise difference between past and present in own life</p>
<p>Year 1</p> <p><i>Time lines in KS 1 are about showing overall time</i></p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.... Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p><i>Consider the use of time related words in the Maths curriculum.</i></p> <p>Older/newer 'When my Mum/Grandad was a child'</p> <p>Living memory Beyond living memory</p>	<p>Sequencing of items/events – up to 3 events/objects.</p> <p>Timelines without numbers give idea of sequence. People or events pictured.</p> <p>Strips to indicate child's life/parent/grandparent's life show sequence. Gaps between events indicate intervals.</p> <p>Internal timelines within child's own life or event studied.</p>
<p>Year 2</p> <p><i>Timelines do not have to include scale, but where they do, ensure this is in</i></p>	<p>Changes within living memory Changes beyond living memory Compare aspects of life in different periods.</p>	<p><i>Consider the use of time related words in the Maths curriculum and work on tenses in Literacy.</i></p> <p>Year, decade, century.</p>	<p>Sequence a set of chronological events giving reasons for their choice.</p> <p>Timelines labelled with artefacts, people or events. Large time intervals e.g. centuries on</p>

<p><i>line with maths understanding. Make children aware of changes in scale e.g. decades within a life.</i></p>		<p>Past Present Date Time period</p>	<p>overall time line or decades (relating to counting in 10s in Maths) Internal timelines scaled e.g. within QE1 's life, decades are marked. With help, children use Maths skills to work out how long ago something happened e.g. count in 10s to work out that GFL was about 350 years ago. Events (marked by arrow/point) show intervals of varying length – modelled by teacher. Only events studied/ used are included.</p>
<p>Year 3</p> <p><i>Timelines in KS 2 are about making links – across periods, places , events.</i></p>	<p>chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Event Ancient</p> <p>Era BCE/ACE</p>	<p>Timelines may begin to have eras within them e.g. Paleolithic within 'Stone Age'; Scara Brae inhabited within Stone Age. Scale marked in regular intervals within time periods.</p> <p>Events, artefacts or figures represented on the line along with date</p> <p>Using Maths skills, calculate how long ago something happened e.g. counting in thousands</p>
<p>Year 4</p>		<p>Millenium</p>	<p>Timelines start to overlap – British and World History (including prior learning).</p> <p>Internal timelines contain events taught within the unit.</p> <p>Intervals between periods. Use Maths skills to 'round up' time periods to centuries/decades.</p>
<p>Year 5</p>		<p>Understand that '17th century' refers to 1600s.</p>	<p>Timelines have scaled increments along their length.</p>

			<p>Dates are accurate. Maths skills are used to calculate time accurately</p> <p>Maps may support geographical areas of overlap.</p>
Year 6		Legacy	<p>Timelines overlap</p> <p>Periods of rapid/slow change are identified. 'Turning points' recognised on timeline.</p> <p>Scales and sizes change within the internal timelines.</p> <p>Thematic internal timelines e.g. 'movements' such as Civil Rights</p>