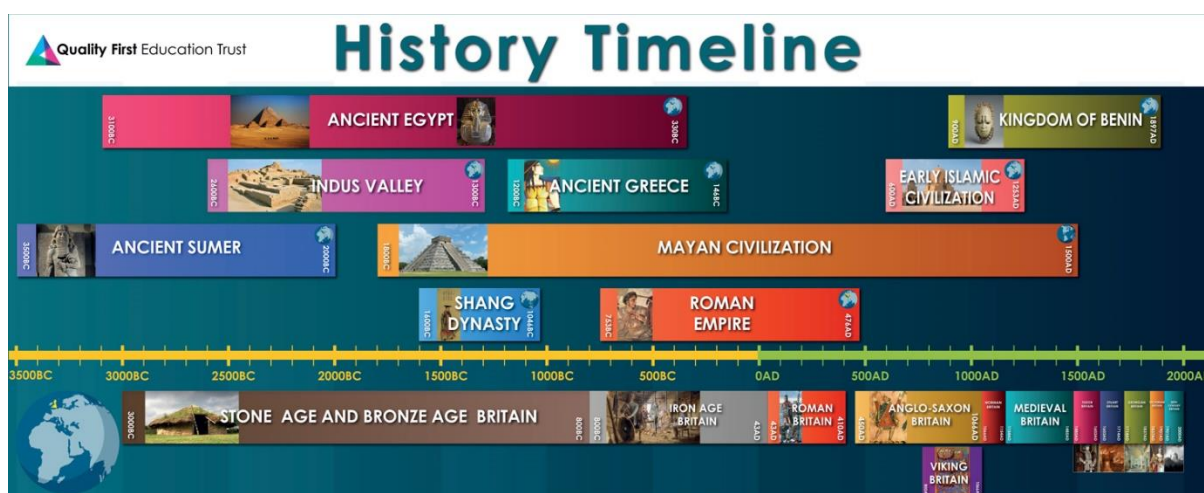


Progression in Chronology from EYFS – Year 6

- 1) What is chronology?
- 2) Curriculum Model
- 3) Timelines
- 4) Chronology and the National Curriculum
- 5) Concepts
- 6) Progression in sequencing





What is Chronology?

“Chronology is a key organising tool for developing pupils’ understanding of history and as a ‘concept’ within the history curriculum.”¹ It’s important to distinguish between an understanding of the concept and a timeline as the way we present this concept.

Chronology is given a central role in the current National Curriculum. This came after Ofsted’s 2011 report, History for All “Although pupils in primary schools generally had good knowledge of particular topics and episodes in history, their chronological understanding and their ability to make links across the knowledge they had gained were weaker.”²

The influence of this can be seen throughout our curriculum here at Masefield as we teach our History units in chronological order to support the children in their understanding of how events and civilisations are placed within history.

History is a narrative-led subject and there is distinct crossover between narratives encountered in English and History through the use of language and the function of timelines and Story Mountains as organisational tools. Retaining this narrative link is key.

Timelines are the way in which we present the narratives. They are a form of visual organiser that helps to highlight the linear nature of time and are useful initially teaching chronology but then as a way to add depth to certain episodes along the narrative arcs that the children encounter. An additional role is on supporting children’s understanding of both the differences but also connections between British history and that of the wider world.

Points to Consider for the Curriculum:

- 1) Chronology is an important concept in expressing the narrative arcs the children will encounter within individual units but across the curriculum as a whole.
- 2) It functions as an organisational tool in order for the concept to be understood effectively. So, are your timelines expressing the narratives in a way which is both simple but detailed enough to do this accurately?

¹ Phillips (2008)

² Ofsted, History for All, 2011



Curriculum Model:

Overview of History Content:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Old & New Toys		Significant People: Lord Leverhulme		Significant People: Queen Elizabeth	
Year 2	Rosa Parks & other Significant People		Great Fire of London		Victorians	
Year 3	Stone Age		Samuel Crompton – Local Study		Ancient Greece	
Year 4	Romans		The Life of Nelson Mandela		Ancient Egypt	
Year 5	Anglo-Saxons		Slavery		Mayan Civilization	
Year 6	Vikings	Vikings			World War 2	World War 2

Key Concepts



Nine key concepts of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:



Community & culture - (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)



Conflict & disaster - (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)



Exploration & invention - (discovery, migration, navigation, progress, tools)



Hierarchy & power - (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, Slavery, poverty, protection, tyranny)



cause & consequence



Change & continuity



Similarity & difference



Evidence & interpretation (eye-witness, source)



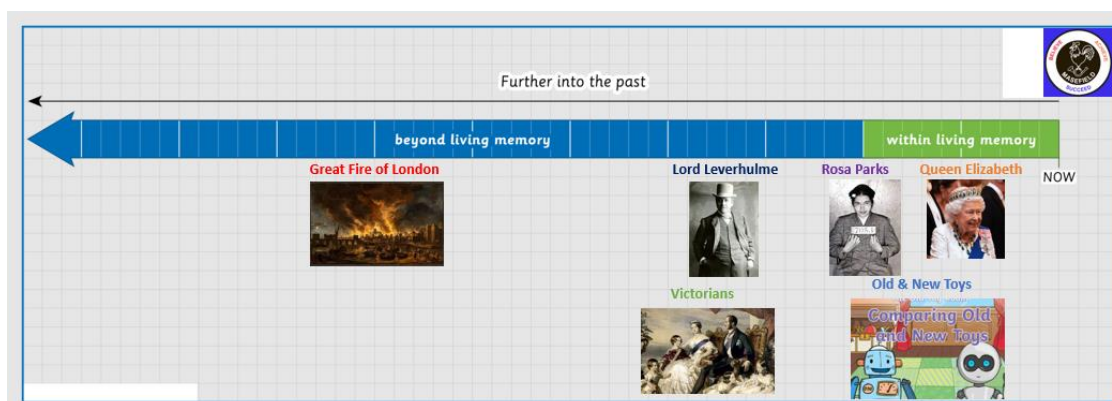
Significance

second order concepts (i.e. those relating to the disciplinary knowledge of history)

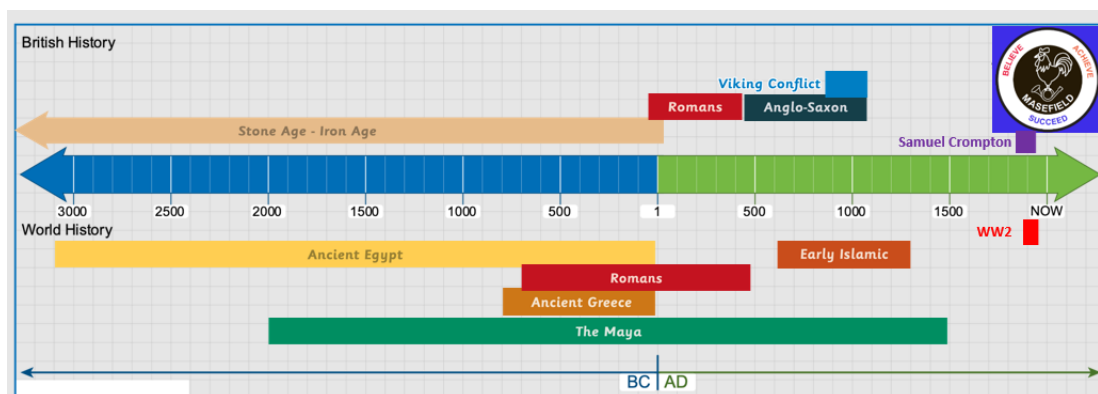
Our key concepts, including the second-order concepts of history, were derived in reference to notable work on this subject, including The Historian's Toolkit and that from The Historical association. In addition, the need to adapt the key concepts for a primary setting was considered.



Key Stage 1:



Key Stage 2:





Chronology and the National Curriculum:

Influences on the Curriculum Model: In History for all, Ofsted wrote: “as a result of the National Curriculum Review, pupils in primary schools experience history as a coherent subject which develops their knowledge, thinking and understanding, especially their chronological understanding.”³ This alongside the knowledge-rich curriculum model means chronology has a clear role in supporting children to know more and remember more.⁴ The National Curriculum and EYFS Framework have chronology embedded throughout it.

Aims:

- 1) Places the central importance of children seeing their study of British history as a “coherent, chronological narrative, from the earliest times to the present day”.
- 2) The important role of children placing knowledge into different contexts which including those “between short- and long-term timescales”.

Subject Content:

The subject content is broken into three sections: Chronology, Disciplinary and Substantive.

Key Stage 1:

In Key Stage 1, children build on their understanding of the past by focusing on a more detailed picture of ‘the past’. This includes the use of common words and phrases relating to the passing of time (fronted adverbials in English) and the concept of a chronological framework where their learning sits on a timeline to show when these periods took place in the wider narrative of time. A core concept that underpins the scales used in KS1 is within and beyond living memory. It forms the backbone of the timelines used and a way in which children can describe the position on the timeline.

Key Stage 2:

In Key Stage 2, chronological understanding retains its central role however, the requirements go so much further than seeing a chronological framework. The emphasis is placed on children having a “chronologically secure knowledge and understanding of British, local and world history...” Therefore, chronology has a truly central role. It also goes further to state that “...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.”

³ Ofsted, History for All, 2011

⁴ Ofsted EIF, 2022



Concepts:

Chronology is too complex to be taught as a single, universal concept. It can be broken down into a number of small steps in order to support children's understanding and facilitate success in line with Rosenshine's principles of instruction.

When these are introduced, it's important children are explicitly instructed on what the concept means and then how it will look before they begin practicing with it. Children need repeated exposures to build a fluent understanding of both: what the concept means and how to enact it when they are constructing timelines or talking about what is depicted on one they are given.

Sequencing	The base level of chronological order is understanding what the sequence depicts and then being able to replicate this. The context for this changes in each phase.
Scale	To place episodes on a timeline, and depict the data accurately, it needs a mathematical scale in order for the children to understand when it is a direct related narrative sequence and when it is not. This is also required in order that every concept below functions.
Interval	Once the scale is in place, the varied intervals between events can be studied. This is important on both the overall and internal narrative timelines.
Duration	What is studied in history has a hugely varied duration and it is important children can understand this. Therefore, depicting duration accurately ensures the misconception of the direct linear sequence and equivalent timeframes are avoided. This applies to the duration of an event, someone's life or a period of time.
Concurrence and Interaction	Chronology is not a singular narrative. There are always many narratives flowing and shaping one another. Concurrence focuses attention on multiple 'episodes' happening at once. Interaction takes this a step further and supports children in understanding those that 'met' and those that did not.
Overview and Depth	In key Stage 2, the children should explicitly taught an overview of the unit in question but also depth studies will be undertaken during some of them. It's important the children develop a sense of period in order for the depth studies have context and features are not applied across the entire period if they don't apply such as the equipment of Roman soldiers or Egyptians building pyramids at Giza.

	EYFS	KS1	LKS2	UKS2
Sequencing	Introduce	Practise	Practise	Independently
Scale	Introduce	Introduce	Practise	Independently
Interval		Introduce	Practise	Independently
Duration		Introduce	Practise	Independently
Concurrence and Interaction			Introduce	Independently
Overview and Depth			Introduce	Practise



Definitions for Children:

Sequencing	Placing events/periods/people in chronological order from furthest in the past to the most recent. In EYFS, it would be placing events in the order they happened.
Scale	Like in graphs and bar models, we need to show the information accurately. The scale allows us to place people/events/periods accurately on the timeline. It shows when things happened and how long they lasted.
Interval	A gap between events/periods reminds us that the history we learn isn't one long list of events that are all linked and happened straight after each other.
Duration	What we learn in history happens over different lengths of time. Thinking about the duration is important because it helps to see how long something took or existed for. An event is a point in time but a period/person's life is a longer duration which is why events are an arrow and a duration is a bar.
Concurrence and Interaction	<p>History isn't one story. It is all the stories of people and we look at a few of them at school. Sometimes these stories take place at the same time in history across the world so are concurrent.</p> <p>More than this though, some times the stories overlap. The people met each other for different reasons like trade, war etc. Then we would say people interacted with each other. Timelines can be concurrent without interacting.</p>
Overview and Depth (KS2 only)	<p>An overview is where we get a general sense of the period being studied. It helps to put the events, people and achievements into perspective for that time. It is helpful because it makes we have useful background knowledge.</p> <p>Once we have the overview in our minds, we can look at smaller episodes in greater depth to understand why they were important in shaping life and events at the time.</p>


Concurrence and Interaction in Key Stage 1—this may be a useful concept to mention if drawing a comparison between two individuals or events that took place at the same point in time (Rosa Parks and Mary Seacole). However, it is not necessary to include this unless the context demands it.

Children will need repeated exposures to the chronological concepts in order for them to gain familiarity, build fluency and then apply knowledge into different contexts. This is important as it takes them from something being an unknown into a specific idea from a certain context and towards a useful idea they can draw upon when focusing on chronology and timelines.



Progression in Sequencing:

Stone Age (Year 3):

Composite – The Big Idea		Components	
<p>Stone Age humans hunted large mammals, including woolly mammoths, giant bison and deer. They used stone tools to cut, pound, and crush—making them better at extracting meat and other nutrients from animals and plants than their earlier ancestors.</p>		<ol style="list-style-type: none"> 1. Retrieval of previous learning. Introduce and explore knowledge organiser Teach new Vocabulary. 2. Chronological Knowledge – timeline lesson Where in History did this period come? 3. What is Pre History? 4. How did people live in prehistory? 5. Why is it called the neolithic revolution? 6. Did metals change everything? 7. What evidence do prehistoric monuments offer? 8. How was iron better than bronze? 9. End of Unit Outcome. LBQ Question Set 	
NC Objectives	Chronological Knowledge	Substantive Knowledge	Disciplinary Knowledge
<p><i>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD. Describe events from the Stone Age using dates when things happened. Order events and periods (Stone Age, Bronze Age, Iron Age). Discuss a timeline to sequence how things may have happened in the Stone Age. To understand the time period has a study of British history. 	<ul style="list-style-type: none"> Know how civilisations have changed - that the early Brits would not have communicated as we do or have eaten as we do. Compare what life would have been like for the early settlers. Understand and be able to explain the term hunter-gatherer, thinking about the tools and food they would have had. Explain the changes in Britain from Stone Age to Iron Age through technology and make links to the modern day. Explain how invasion has changed through the ages. Summarise the three periods, Stone Age, Bronze Age, Iron Age and compare. Explain why Britain would have been an important country to have invaded and conquered. 	<ul style="list-style-type: none"> Change & continuity – how did each period within the Stone Age change? Demonstrate an understanding of how we know about the past. Use various sources such as texts, photographs, artefacts, illustrations and the internet to piece together information about the Stone Age. Present historical knowledge orally and in writing. 

Components

1. Retrieval of previous learning.
Introduce and explore knowledge organiser
Teach new Vocabulary.
2. Chronological Knowledge – timeline lesson
Where in History did this period come?
3. What is Pre History?
4. How did people live in prehistory?
5. Why is it called the Neolithic revolution?
6. Did metals change everything?
7. What evidence do prehistoric monuments offer?
8. How was iron better than bronze?
9. End of Unit Outcome.
LBQ Question Set