



Disciplinary Knowledge progression

	Year 1&2	Year 3&4	Year 5&6
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life. Sequence photographs of their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Progressing to smaller gaps in time, referencing to check Match objects to people from different ages Sequence events of topics they have studied. Develop language for describing chronology e.g. Now and then, just before or after, the same time. <p>Vocabulary Chronological order, Yesterday, Before, Earlier, A long time ago, last year, In the past, Present day, In the future, today, tomorrow, Older, Already happened, Passing of time, in order of events, timeline, before I was born, sequence, weeks, Days, Living memory, Beyond living memory</p>	<ul style="list-style-type: none"> Place the times studied and events from the period on a timeline. Use dates and terms related to the period of time and begin to date events Sequence several events or artefacts Understand more complex terms. E.g. BC/ AD <p>Vocabulary Timeline, AD BCE (before common Era or BC before Christ) CE (common Era) Chronological order, Calendar, Towards the end of the Roman Empire etc., In 55BC... etc. Decades, Centuries, Period specific sequencing vocabulary e.g. Palaeolithic, Mesolithic, Neolithic,</p>	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past <p>Vocabulary Decades, Centuries Pre 1066 etc. Throughout the Greeks... etc. Narrative, Era, Centuries, Duration, Dynasty, Period specific sequencing vocabulary e.g. pre-rationing, after the fall of Troy.</p>
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and other's lives. They know and recount episodes from stories about the past. Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Identify key features and events of the time studies and compare with our life today Identify reasons and results of people's actions (look for links) Understand (and explain) why people may have wanted to do something. 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period



Interpretations of history	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented (look at evidence available) • Distinguish between different sources – compare and evaluate • Look at representations of the period – museums, cartoons, text books and historical knowledge. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction and opinion • Offer some reasons for different versions of events
Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts, books, internet. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> • Use a range of sources/ evidence to find out about a period • Observe small details – artefacts and pictures. • Choose relevant material to present a picture of one aspect of life in time past • Select and record relevant information • Ask a variety of questions • Use the library and internet for research. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Select relevant sections of information • Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding through: discussion, drawing pictures, drama/ role play, making models, writing and using ICT. 	<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms.

The teaching of chronology

Time is probably the concept most fundamental to understanding history. This presents problems, of course, particularly with the youngest children. It is a huge concept to grasp and takes time to develop a nuanced understanding, therefore in addition to the above skills progression St Erth's history curriculum pays particular attention to the teaching of this concept. Planning carefully how we will introduce and develop a sense of time and have a clear sense of what we expect of our Y6 pupils by the end of their time in primary school. Successive OFSTED reports lament the inability of pupils and often their teachers to make links between periods. Their view of the past is fragmentary and episodic and often very confused.

To address this St Erth has adopted an approach called 'Timebox' developed by Key Stage History. Each class has its own box and physical timeline. In each box are images relating to the History curriculum as it is taught (detailed below in curriculum coverage). As pupils move through the curriculum they return to the timeline and the images at regular intervals engaging in a range of activities aimed at developing their ability to demonstrate the skills detailed in the chronological understanding section of the skills progression above. In addition to using this



activity when studying a history topic the timebox activities will be carried out on a half termly basis to ensure pupils stay in touch with this concept. Where the teaching of other subjects may be supported by this activity it will also be integrated, for example when studying important individuals in science or art, or periods of time in science or geography. Images for these subjects are also added to the box and become part of the timeline pupils' develop throughout their time at St Erth. All images are curated by class teachers and agreed upon by all staff for continuity, then reviewed annually. Detailed methodology and a range of activities that can be used to engage with the timebox concept can be found at <https://www.keystagehistory.co.uk/keystage-2/grasping-the-chronology-nettle/> Teachers make use of this resource to inform their practice in ensuring chronology is taught effectively.