

Brookfield Community Primary School

History Chronological Awareness Overview

Progression of Knowledge – EYFS & KSI – Substantive Knowledge Strand – Chronological Awareness			
	EYFS	Year 1	Year 2
Chronological Awareness	- To know that someone's age is the time since they were born. - To know that they started life as a baby but have grown and changed. - To know that some people are older than others. - To know that parents are older than children and grandparents are older than parents. - To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year). - Beginning to sequence events when describing them (e.g. daily routines, events in a story). # - Recognising that some stories are set a long time ago. - Recognising significant dates for them (e.g. birthday). - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, 'when I was in nursery...'). - Recounting activities that happened in their past using photos as prompts.	- To know that a timeline shows the order events in the past happened. - To know that we start by looking at 'now' on a timeline then look back. - To know that 'the past' is events that have already happened. - To know that 'the present' is time happening now. - To know that within living memory is 100 years. - To know that beyond living memory is more than 100 years ago. - Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1) - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). - Sequencing three or four artefacts/photographs from different periods of time. - Placing events on a simple timeline. - Recording on a timeline a sequence of historical stories heard orally.	- To know that events in history may last different amounts of time. - To know a decade is 10 years. - Sequencing up to six photographs, focusing on the intervals between events. - Placing events on a timeline, building on times studied in Year 1. - Beginning to recognise how long each event lasted. - Knowing where people/events studied fit into a chronological framework.



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Progression of Chronology - KS2 - Substantive Knowledge Strand - Chronological Awareness

Chronological Awareness	Lower Key Stage Two	Upper Key Stage Two
	▪ Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. ▪ Understanding that history is divided into periods of history e.g. ancient times, middle-ages and modern. ▪ Using dates to work out the interval between periods of time and the duration of historical events or periods. ▪ Using BC/AD/Century. ▪ Sequencing eight to ten artefacts, historical pictures or events. ▪ Beginning to develop a chronologically secure knowledge of local, British and world history. ▪ Placing the time studied on a timeline. ▪ Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. ▪ Noticing connections over a period of time. ▪ Making a simple, individual timeline.	▪ Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. ▪ Understanding the term 'century' and how dating by centuries works. ▪ Putting dates in the correct century. ▪ Using the terms AD and BC in their work. ▪ Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs and Victorians. ▪ Developing a chronologically secure understanding of British, local and world history across the periods studied. ▪ Placing the time, period of history and context on a timeline. ▪ Relating current study on timeline to other periods of history studied. ▪ Comparing and making connections between different contexts in the past. ▪ Sequencing 10 events on a timeline.