

Chronological language

Chronological language used correctly helps children to more fully grasp the nuances of teaching the past. These terms should be actively taught to ensure a more comprehensive chronological understanding.

Sequencing	The act of placing events, dates etc in chronological order. These can be pictures, text boxes or a even artefacts. Children should be attempting to sequence in an age appropriate way from EYFS.
Scale	As seen in maths lessons, adding a scale to a timeline allows children to develop their chronological framework by understanding that historical events do not always occur next to each other (they can be many years apart). The subsequent skills require timelines to have a scale to be understood.
Duration	The amount of time that something occurs for. This can be the duration of a person's life, an event or a period of history. Physically representing this is important to enable children to understand the scale of history as it is an abstract concept.
Interval	The amount of time between certain events. It is easier to make these links if the events are related to one another. It is important to teach this actively to ensure children do not presume events follow immediately after each other.
Overview	The chronological overview of each topic should be laid out at the beginning of each topic using a clear scale and relevant intervals or duration discussed as pertinent to the topic. It shows the main teaching points for that particular topic. In addition, over the course of Key Stage 1, the children should be able to identify where each of their history topics fit within a wider framework. This should be embedded in Key Stage 2 by understanding the chronological relationship of the different periods studied.
Depth	The opposite of the overview. Teaching certain events in much greater detail to allow children to understand the finer details of certain events. This should be done carefully and is not a replacement for the overview—it should be used in addition to it.
Concurrence	The principle that multiple timelines run alongside each other at the same time. This is particularly important when teaching periods of history to allow children to understand how they interrelate to each other. It is fundamental to children understanding the overall chronological narrative of history.

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These are some examples of language children can be introduced to in each phase of the primary range.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Now	Yesterday	Period of history	Concurrence
Before	A week ago	Duration*	Meanwhile
After	Last month	Scale *	
Last week	Then	Interval*	
On my last birthday	Next	AD/CE	
When I was ...	After	BC/BCE	
Yesterday	Before	Century	
Tomorrow	Past	Millenia	
In February	Present	Millennium	
	Living memory (Beyond living memory)		
	Recent memory		
	Further in the past		
	Day		
	Week		
	Month		
	Year		
	Decade		
	Century*		