

Progression in Timelines KS1

Timelines	Year One	Year Two
Term 1	<ul style="list-style-type: none"> I can sequence four key pictures with dates in chronological order on a blank timeline. (Remembrance Day) 	<ul style="list-style-type: none"> I can plot 6 pieces of given information on a timeline with marked intervals and add the dates in chronological order. (Fire, Fire) To show duration for how long the fire lasted etc
Term 2	<ul style="list-style-type: none"> I can plot four key pictures with dates on a given timeline with intervals marked. (steps of 10 - Toys) 	<ul style="list-style-type: none"> I can construct a timeline with given information including dates and facts with some/no intervals and write the dates in chronological order. (The Beatles) Children to use colour strips to show durations of The Beatles life and intervals between key dates.
Term 3	<ul style="list-style-type: none"> I can plot pictures with information on a timeline with marked intervals in chronological order and add given dates. To begin to look at duration – (concord, wooden aeroplane) 	<ul style="list-style-type: none"> I can construct a timeline that shows duration and interval for key dates. No intervals given.
Notes	<p>All classrooms should have a timeline of the key historical events studied so the children can see where the events fits in relation to each other. This should include interval and duration using colour strips.</p> <p>It is useful to use toilet rolls as a visual to show scale of time. E.g. each piece might represent 10 years in year one when studying toys. In year two it could be useful to convey The Great Fire of London happened over 300 years ago.</p> <p>Colour strips for duration and interval: Duration – downward/across colour strip to show how long it lasted Interval – colour strip to show the gap between key events.</p>	

