

History Policy



Policy Document Status			
Date of Policy Creation	07 October 2023	Chair of Governors	Gill Stubbs
Adoption of policy by Governing Board	4 September 2023	Executive Headteacher	Denise Garner
Inception of new Policy	5 September 2023	Staff Member Responsibility	Lucy Hughes
Date of policy review	September 2025	Day Care Manager	Shelley Thursfield

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The nature of History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to:

- Ask perceptive questions.
- Think critically.
- Weigh evidence
- Sift arguments.
- Develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Curriculum Intent

At Wrockwardine Wood Infant School & Nursery we believe that teaching history is about providing children with opportunities to investigate and learn about real events and key individuals from the past. Our aim is to ensure that pupils have a better understanding of society and their local environment as well as the rest of Britain and the wider world.

Our history curriculum is designed to.

- Ignite children's enthusiasm, interest, and curiosity about the past and how it has impacted on their life.
- Develop a sense of identity and cultural understanding based on their historical heritage.
- Develop knowledge of chronology within which they can develop a 'sense of time.'
- Develop the skills to communicate historical knowledge and present it in a variety of ways e.g., oral, written, electronic, and visual forms.
- Enable them to know about the significant events as well as learn about the lives of men and women in the past and how they have influenced the future.
- Develop a variety of skills, including those of enquiry, interpretation, debate, problem solving, investigation and research.

Curriculum Implementation

- The history curriculum is sequenced and well-structured with clear end points. knowledge is built on overtime and learning is broken down into component parts to allow children to know and remember more.
- Pedagogical choices are designed to develop the practical, theoretical, and disciplinary knowledge intended in each lesson.
- Classroom activities are clear about what is to be learned (the curriculum object) and enable children to practise it.
- Teaching approaches take account of children's level of expertise.
- When children learn historical skills for the first time, teachers make sure they have enough opportunities to practise.

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- As children become more proficient in areas of practical knowledge, classroom activities become increasingly varied and open ended.
- Teachers' direct children's attention to the main concepts, themes, and ideas that they are exploring.
- Subject specific vocabulary is included in curriculum planning, so children acquire a visual language. This 'language' helps children to express a huge variety of ideas.
- When on educational visits or working with historians we ensure children have enough prior knowledge to make these experiences meaningful.
- Teachers make subject-specific adaptations to activities for children with SEND, where appropriate, instead of excessive adaptations to the curriculum or lowering expectations
- The curriculum allows time for children to develop socially, to learn how to negotiate and collaborate to bring expansive ideas to life.

Role of the History subject leader

The role of the subject leader is to:

- Develop good working relationships, to instil confidence by sharing expertise and knowledge and to be open to suggestions.
- Have an overview of art in the Early Years Foundation Stage and Key Stage 1 and monitor the implementation of the National Curriculum
- Lead staff professional development so they have the knowledge to teach History and skills to investigate the past.
- Attend professional development and read research articles to keep up to date with developments in teaching History in early years and primary.
- Review long, medium- and short-term planning to ensure it is relevant.
- Update and manage resources.
- Speak with children to measure the impact of the curriculum.
- Work with other professionals and establishments
- Devise an action plan in response to monitoring and keep a PowerPoint portfolio of how History is taught in school and standards.
- Keep parents and governors informed about standards in History.

The History subject leader will keep examples of work to show progression in concepts and processes. Records in the form of photographs and samples of work are both records of practice and used as a staff resource.

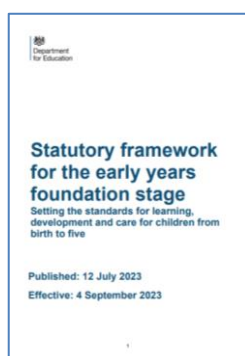
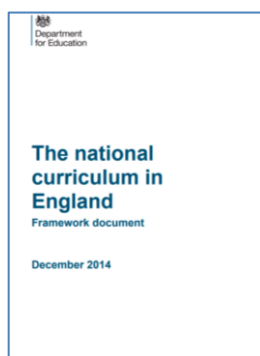
Teaching and Learning

Early Years Foundation Stage

In Nursery and Reception, we teach [Understanding the World](#) as one of the seven areas of learning set out in the Statutory Framework for EYFS to develop a child's understanding of the past and helps them to learn about how other people are different from them yet share some of the same characteristics and ideas.

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Key Stage 1

In Key Stage 1 we follow the National Curriculum for **History**

'The national curriculum provides children with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.'

National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject content

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Key stage 1 Pupils should be taught:

To develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Spiritual, Moral, Social, and Cultural (SMSC) development

The teaching of history offers opportunities to support the personal development of our children. Groupings allow children to work together and discuss their ideas and feelings about their own work and the work of others in a sensitive way. They are given opportunities to collaborate and co-operate across a range of activities and experiences. They also develop an understanding of different times, cultures, and religions through learning about key significant events, individuals, and historians.

Teachers and other adults in school promote the following attitudes during lessons:

- co-operation with others.
- caring for materials and themselves.
- respect for other people's work and opinions.
- self-respect and confidence in their own ideas.
- willingness to 'have a go'.
- perseverance,
- open mindedness,
- curiosity,
- critical reflection,
- awareness of re-using and recycling materials.

Environments

Each classroom has an historical timeline, a timeline to show key significant events in their own lives and others as well as, key significant individuals in their history curriculum and cross curricular links.

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Resources:

For children, objects provide a fascinating insight into the past and allow them to develop a deeper historical understanding. Not only is object-based learning accessible to all children, but it also helps develop the wider skills of deduction and working collaboratively. The school has built an extensive resource to support learning (see appendix 4).

Assigned events and individuals.

Each year group is assigned a variety of themes and concepts, so the children can gain knowledge on a variety of key events and individuals who have impacted history and their way of life today. Children will have opportunities to explore, describe and evaluate within their learning sequence and apply key historical skills they have been taught. Teachers and have access to knowledge organiser to help children learn about the history of their assigned key event or individual and their impact within history. When planning their learning sequence, teachers will research and assign additional events and individuals which coincide with their chosen learning outcomes (see appendix 1).

Planning

Teachers follow long term (see appendix 2) and medium-term planning which is reviewed annually by subject leaders and teachers. Lessons include time for children to:



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Staff use a variety of teaching and learning styles in history lessons relating to the topic, children's abilities, and experience.

Our planning includes opportunities for

- children to work individually, in pairs or in larger groups.
- the study of historical events and individuals
- preliminary investigation through artefacts
- first-hand experience
- visiting historians and workshops to work with children to give them the experience of working with a professional
- use of a range of evidence such as artefacts, reports, paintings and photographs
- evaluation of ideas and methods
- children to see that their work is valued, celebrated, and displayed around the school.

Displaying children's work



Building Knowledge in Early Years and Key Stage 1

Ofsted's review of history published in February 2023 suggest 4 domains of knowledge:

1. **'Substantive Knowledge'**, which is the knowledge about the past
2. **'Core knowledge'**, which is content that, within a particular lesson or topic, curriculum designers and teachers consider most important for pupils to secure in their long-term memory.
3. **Chronological knowledge'**, which is pupils' knowledge of broader chronological frameworks, narratives, and features of historical periods.
4. **'Disciplinary knowledge'**, which is the knowledge about how historians and others study the past, and how they construct historical claims,

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arguments, and accounts. This is not a set of generic skills, but a complex body of knowledge. Pupils need to build this knowledge over time by encountering a range of meaningful examples of how historians have studied specific aspects of the past and constructed claims and accounts about them.

Substantive Knowledge

Substantive knowledge refers to knowledge of the past: people, events, ideas, and so on. Within our schools the curriculum leader has planned for pupils to have meaningful encounters with past times and places. They have carefully identified what pupils needed to know about a particular time and place to make sense of more complex ideas and developments. For example, in the topic of the Victorian era within KS1, the leader has identified what pupils needed to know about the lives, roles and attitudes of different people in Victorian England to learn about social changes across the period and in comparison, to now.

As well as world History the subject leader has planned and ensured the curriculum is successful in developing topic knowledge in local history. Teachers have successfully developed rich and connected knowledge of time and place as well as a selection of resources when teaching pupils about history in their local area.

Core Knowledge

Pupils' learning within a topic is heavily supported by their knowledge of the historical context. Depending on what pupils need to learn, they may need a secure sense of the time and place they are studying, a secure knowledge of important developments, or an understanding of people's values and attitudes in that time and place. Pupils often need detailed and secure 'fingertip' knowledge about the topic they are studying. This allows them to think historically and construct accounts or arguments.

Chronological knowledge

Sequencing, events, stories, pictures, and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. You don't have to teach topics in chronological order but need to relate the topics you teach to their chronological context.

Disciplinary Knowledge

This knowledge helps children to make sense of what the subject is and how it came to be. Historians make claims and construct accounts of the past within established and dynamic traditions of historical enquiry. Historical argument is a particular form of knowledge construction. It is distinct from simply 'guessing' or having a point of view. Towards the end of Key Stage 1, the leader has ensured a clear sequence of skills to ensure pupils learn about the ways that historians and others construct arguments and accounts about the past.

Disciplinary knowledge captures the idea that, through the curriculum, children learn:

- how historical judgements are formed and claimed.
- how history is studied

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➤ how to participate in the discourses (the production of knowledge that prescribes meanings and insights to objects and social practices) of historians, scholars, and critics

Our curriculum content is well-selected and diverse and includes a range of cultures and backgrounds, we build children's questioning and conceptual knowledge so children can understand ideas.

Teacher's will plan to include age-appropriate disciplinary questions, such as

- How do artefacts tell us about the past?
- What is history?
- How is history argued?
- What is the purpose of history?
- How does history affect our lives today?

Additional questions may include:

- what historians have done across cultures and throughout history to draw attention to the influences of history?
- different pathways, practices and industries linked to history.
- how historians and critics judge and evaluate history

Assessment and recording

Teachers use the [Progression in Knowledge and Skills](#) document for history, which sets out what each child is expected to learn and by when.

The children's work is assessed through informal judgements, made through observations during each history lesson and compared against the success criteria. The children are presented with questions to help guide their thinking and to provide them with the opportunity to reflect upon the lesson and the knowledge they have gained from it. These questions are linked to the key concepts of history and support teacher judgements and generate next steps for planning.

Each child has their own history workbook to record, explore and share their learning, which they take with them to the next class. This provides a record of the child's learning and progress in history. The workbook holds key knowledge as the children move through their learning journey but, also allows them to reflect on knowledge and skills that may be transferable to new themes.

Formal assessment

At the end of EYFS, Profile Scores are used to measure children's attainment in the *Understanding the World* strand of learning.

For assessment purposes and report writing at end of Key Stage 1, class teachers refer to the expected National Curriculum outcomes.

Cross Curricular links

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History plays an important part across the whole range of the National Curriculum subjects. The skills that are developed can be applied across the curriculum (*see appendix 3*).

Equal Opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion, and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Multicultural Dimension

Cultural diversity is seen as a rich resource by the staff. They use this resource whenever possible to support art and craft activities.

Computing

Computer programmes, scanners, digital cameras, printers, and websites are used to help children to create and develop their art & design work.

Differentiation

The teaching of art and design needs to consider the varied abilities, attitudes, and individual needs of the children. Art lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

Inclusion

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

Shared drive

Knowledge organisers and power points for many events and individuals are available for teachers to access and use to support their teaching.

Please see appendix 5 for a Glossary of technical terms.

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Appendix 1 Key History Individuals and Events

Queen Victoria	Samuel Pepyes	Florence Nightingale	Queen Elizabeth II	Guy Fawkes	Abraham Darby III	
						
Neil Armstrong	Chrisopher Columbus	Mary Seacole	King Charles III	Rosa Parkes		
						

The Great Fire of London	Gunpowder Plot	Remembrance Day	Black History Month	The First Landing on the moon	Expedition of Christopher Columbus	Our school being built
						
The Kings Coronation	The Reign of Queen Victoria	The Bus Boycott	Crimean War	The Reign of Queen Elizabeth II	The Ironbridge	
						

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Appendix 2 Long Term Planning

Reception		
Term	First Half term	Second Half Term
Autumn	<p>Enquiry- What are our favourite celebrations each year? Artefacts – Old and new toys My family/Significant people All about me information. Sequence family members. Say who they are and who they live with/ talk about any pets they may have/talk about some family members. My nursery/school family (Significant person) Past and Upcoming celebrations/events e.g., Birthdays, bonfire night, Diwali, Christmas. Talk about past and upcoming events/ Christmas story – What are they wearing? Why are they travelling on a donkey? Remembrance Day – recognise things happen before they were born. Significant Places A visit to the church – Harvest/Christmas</p>	<p>Enquiry- What are our favourite celebrations each year? Artefacts – Old and new toys My family/Significant people All about me information. Sequence family members. Say who they are and who they live with/ talk about any pets they may have/talk about some family members. My nursery/school family (Significant person) Past and Upcoming celebrations/events e.g., Birthdays, bonfire night, Diwali, Christmas. Talk about past and upcoming events/ Christmas story – What are they wearing? Why are they travelling on a donkey? Remembrance Day – recognise things happen before they were born. Significant Places A visit to the church – Harvest/Christmas</p>
Spring	<p>Enquiry -How have I changed since I was a baby? Artefacts–baby photo and photo of someone special (Significant person) My Family/Significant people - Mother's Day. Who is in my family? We are all Different/My Family (PSHE) sequence family members, Past and Upcoming celebrations/events Easter/ Easter Story – Links to history e.g. What are they wearing? How did he travel? Significant Places A visit to the church</p>	<p>Enquiry -How have I changed since I was a baby? Artefacts –baby photo and photo of someone special (Significant person) My Family/Significant people - Mother's Day. Who is in my family? We are all Different/My Family (PSHE) sequence family members, Past and Upcoming celebrations/events Easter/ Easter Story – Links to history e.g. What are they wearing? How did he travel? Significant Places A visit to the church</p>
Summer	<p>Enquiry - Why do we wear different clothes at different times of the year? Artefacts – clothes for different seasons. My Family/Significant people - Family days out and holidays Father's Day Let's investigate my family. Family history and life story. Sequence family members The king's birthday and the Royal Family Significant Places A visit to the church</p>	<p>Enquiry - Why do we wear different clothes at different times of the year? Artefacts – clothes for different seasons. My Family/Significant people - Family days out and holidays Father's Day Let's investigate my family. Family history and life story. Sequence family members The king's birthday and the Royal Family Significant Places A visit to the church</p>
<p>Understanding the world When children begin to understand their personal experiences, through interaction with adults and other children, they begin to make sense of the world. As a baby gets older, they have more opportunities to explore. You can accompany these explorations with gentle rhymes and songs. Babies can tune into the melodic line of storytelling, so finding stories that reflect their interests will help to enrich these early experiences. Children communicating verbally start to build their vocabulary to describe their personal experiences. Personal experiences contribute to children's emerging sense of place, such where they live and other familiar places, and their sense of time. They begin to understand what happens over a day. They're aware of morning, afternoon, evening, and nighttime. Work to enrich all children's vocabulary whatever their starting point. Whether young infants or children with additional needs or children with English as an additional language. Describe experiences using the correct vocabulary, playing alongside children. Encourage and support children with their first attempts to use wider vocabulary. Having books and images in your setting that support all these interests and aspects of understanding the world support children to gain their early literacy skills. Understanding the world presents the young child with a vast range of language and literacy possibilities.</p>		

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Year 1		
	First Half Term	Second Half term
Autumn	<p>Significant historical events, people, and places in their own locality-</p> <p>Educational Visit- Church Road</p> <p>Enquiry- How have homes in our local area changed over time? - Our local area homes</p> <p>Artefacts- photographs of local area, maps,</p> <p>Significant people- Themselves and families</p> <p>Significant events- The construction of key buildings on Church Road</p>	<p>Changes within living memory Educational visit- Blist Hill</p> <p>Enquiry- How have homes changed over time? - Victorian homes</p> <p>Artefacts- Blist Hill Museum or artefacts from the museum</p> <p>Significant people- candlestick maker, baker, doctor, schoolteacher, pharmacist</p> <p>Significant events- The construction of the museum</p>
Spring	<p>Changes within living memory Educational visit- Black Country Living Museum Enquiry- Have toys changed over time?</p> <p>Artefacts- Toy artefacts past and present, photographs, videos, books and paintings</p> <p>Significant people- Queen Victoria, Pieter Brugel and</p> <p>Significant events- Victorian era</p>	<p>Key Historical Events Educational memory- Great Fire Of London Day Enquiry- Why did the Great Fire of London spread so quickly?</p> <p>Artefacts- Diary, Artefacts, videos, paintings, photographs</p> <p>Significant people- Samuel Pepys, King Charles II</p> <p>Significant events- The Great Fire of London and Grenfell Tower</p>
Summer	<p>Key Historical Individuals Educational visit- Visit from school nurse</p> <p>Enquiry- Why were Florence Nightingale and Mary Seacole so important?</p> <p>Artefacts- paintings, photographs, maps, videos, artefacts, books</p> <p>Significant people- Mary Seacole and Florence Nightingale</p> <p>Significant events- Crimean War</p>	<p>Changes within living memory Educational memory- Celebrations within the Royal family. Enquiry- Who makes up our royal family?</p> <p>Artefacts- Photographs, Family trees, videos, newspaper reports, artefacts from coronation.</p> <p>Significant people- King Charles III, Queen Elizabeth II, Prince William, Prince George, Princess Kate, Prince Phillip.</p> <p>Significant events- The Kings coronation, The Death of Queen Elizabeth II</p>

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Year 2	First Half Term	Second Half term
Autumn	<p>Significant historical events, people and places in their own locality-</p> <p>Educational memory- Creating a time capsule.</p> <p>Enquiry- How has our school changed over time?</p> <p>Artefacts- photographs of school over time, visitors (Mrs Price), Maps of the school</p> <p>Significant people- Themselves</p> <p>Significant events- 70 years of our school</p>	<p>Changes within living memory</p> <p>Educational visit- Victorian School Day workshop</p> <p>Enquiry- Why were Victorian Schools different?</p> <p>Artefacts- Artefacts, dressing up, photographs, books, videos,</p> <p>Significant people- Queen Victoria</p> <p>Significant events-Victorian Era</p>
Spring	<p>Significant Individuals</p> <p>Educational visit- People of the past day</p> <p>Enquiry- Who is Christopher Columbus, and should he be remembered?</p> <p>Artefacts- maps, paintings, books</p> <p>Significant people- Christopher Columbus</p> <p>Significant events- The Discovery of the 'The New World' The Americas</p>	<p>Key Historical Events</p> <p>Educational memory- ???</p> <p>Enquiry- Has exploration changed over time?</p> <p>Artefacts- videos, photographs, newspapers</p> <p>Significant people- Neil Armstrong</p> <p>Significant events- The First Moon landing</p>
Summer	<p>Changes within Living memory</p> <p>Educational visit- Transport Museum?</p> <p>Enquiry- Has transport always been available?</p> <p>Artefacts- photographs, reports, books, models of different wheels and cars.</p> <p>Significant people- Henry Ford, Leonardo Da Vinci</p> <p>Significant events- The First model car</p>	<p>Changes within living memory</p> <p>Educational visit- Fairbourne beach</p> <p>Enquiry- Would you go on holiday in the Victorian times?</p> <p>Artefacts- Photographs, artefacts, newspaper reports, videos, books.</p> <p>Significant people- Queen Victoria</p> <p>Significant events- The Victorian era</p>

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Appendix 3

Cross Curricular Aspects	
Examples of how history can be taught alongside other curriculum subjects.	
Communication and Literacy	Talk about history and key events and individuals, evaluate work, communicate ideas and arguments. Create historical links such as diary entries, newspaper reports, fact files. A wide variety of texts are included in the History curriculum to access and explore history through story.
Mathematics	Order a timeline in chronological order
Science	How we change over time- The Human body. Observational skills when looking at artefacts. Observing how materials for objects such as toys have changed over time.
Design and Technology	Designers in History, learning about designers and how they influence us today
Music	Look at different pieces of music from different eras and the instruments that would have been used.
Computing	Research, videos, visualiser/microscope to look at sources of evidence, technological advances, digital art, virtual tours of museums.
Art and design	Discussion of life in the past through paintings using the National Portrait Gallery Observational drawings/paintings of old buildings, artefacts, old photographs, clothes.
Geography	Draw from maps changes over times in buildings and landscapes. Identifying areas where key historical events took place.
Physical Education/Drama	Re-enact periods in time. Research sports and games from the past.
Religious Education	At how religion has changed over time and the impact it may have on historical views in the past.
Personal, Social and Health Education (PSHE)	Looking at how everyone is different and valued. Using key historical movements to show equality between men, women, race, culture, and religion. Celebrating historical moments through PSHE. Being resourceful, resilient, and reflective, showing reciprocity.

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Appendix 4

Classroom Historical Resources

Each classroom should be equipped with the following items:

- A class timeline to show key events and individuals over time in our history curriculum and other cross curricular areas.
- Laptops to be able to research.
- Magnifying glasses to look closely at key evidence and artefacts.

Central Historical resources

History drawers include:

- Seaside holidays news reports, photographs, and artefacts
- Victorian school dressing up, artefacts, photographs, paintings.
- Victorian home artefacts and photographs
- Significant explorers
- The Great Fire of London, paintings, and artefacts
- Monarchy past and present
- Remembrance Day resources
- The Gunpowder Plot resources.
- Our Schools History, photographs, maps, and newspaper reports
- Our local area history photographs, maps, and newspaper reports
- Nurses- Photographs, Paintings, artefacts
- Transport over time- real life models, photographs, newspaper reports
- Victorian toys, paintings, photographs, and artefacts
- Teacher Knowledge organisers for events and individuals

History display includes.

- Real life artefacts from different eras e.g., Victorians
- Cross Curricular Historical texts
- Whole school historical celebrations display e.g., Black lives matter, Remembrance Day.

Curricular resources

Collections of artefacts and other resources can be used as a stimulus for history these are kept in the appropriate places for the subject, e.g., technology within the computing resources, artists, and artwork in art drawers.

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Appendix 5

Glossary of technical terms

Artefact

As well as using books, documents, images and oral testimony, historians also use artefacts or objects to help them learn about the past. People have learnt a lot about history by looking at things that archaeologists have found. We know things about the Iron Age, the Bronze Age, the Romans, and Medieval history that we wouldn't have known if we only had written evidence to look at. But using artefacts is not just useful for the study of ancient and medieval history, artefacts can enliven any period of history. Examples include tools, pottery, metal objects, weapons, and items of personal adornments, such as jewellery or clothing. Ancient historical artifacts help shed light on the lives of our ancestors and our heritage.

Timeline

A timeline is a tool that organises information. It is used to describe the order in which events happened. Timelines can also help show how events in history are related. A timeline can cover a short amount of time in detail, or it can offer a more general overview of a long period of time. For instance, a timeline can highlight the most important events in a country's history, the stages of a person's life, or events leading up to and during a natural disaster.

Timelines all include dates to show when each event happened. Beyond that, they can take many different forms, such as a diagram, video, interactive, or illustration. The entries can be just a few words, or they can be a whole paragraph along with images.

Chronology

Chronology in history refers to the arrangement of events in the order in which they occurred. It is the study of how time is organised and divided in relation to historical events. The goal of chronology in history is to place events in their proper order, so that they can be studied and understood in their historical context.

Evidence

Historical evidence is anything directly related to some event, person, or period of the past. It reveals information that might help us better understand what happened before our examination.