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|  | **Three and Four-Year-Olds** |
| **Chronological understanding** | Pupils begin to make sense of their own life-story and family’s history. |

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|  | **Reception** |
| **Chronological understanding** | Pupils comment on images of familiar situations in the past. Pupils compare and contrast characters from stories, including figures from the past.  |
| **Vocabulary** | Children can use these words:YesterdayWeekendLast week |

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|   | **Year 1** |
| **Chronological Understanding** | Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracyPupils know what a timeline is and understand themPupils are beginning to make comparisons between areas of study |
| **Vocabulary** | Pupils can use and are beginning to remember names and places that link to areas of studyPupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago, not long ago/ recent |
| **Questioning** | Pupils can ask simple questions when they are unsurePupils can accurately answer some questions verbally related to an area of study |
| **Historical Knowledge**  | Pupils can remember most key events about the areas they have studied Pupils are beginning to understand that they can find historical information in books |

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| **Core Strands**  | **Year 2** |
| **Chronological Understanding** | Pupils can accurately order events they have learnt about from furthest away to most recentPupils can draw timelines, beginning to place areas of study on themPupils can compare areas of study, identifying similarities between themPupils can compare areas of study, identifying differences between them |
| **Vocabulary** | Pupils can remember and use a range of names and words specific to areas of studyPupils can use more words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries |
| **Questioning** | Pupils can ask simple questions to develop their understandingPupils are able to accurately answer simple questions related to an area of study confidentlyPupils can justify their answers using sources or stories |
| **Historical Knowledge**  | Pupils can remember key events about the areas they have studied Pupils can begin to identify how we know about past eventsPupils can begin to identify different sources of history information e.g. books, visual clips, letters |

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| **Core Strands**  | **Year 3** |
| **Chronological Understanding** | Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timelinePupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between themPupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them |
| **Vocabulary** | Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. |
| **Questioning** | Pupils are asking more in depth questions for their age to develop their understandingPupils are able to answer questions accurately related to the area of study Pupils can confidently use sources to justify their answers |
| **Historical Knowledge**  | Pupils remember and recall a range of key facts and information from areas of study in Year 3Pupils can identify at least two ways we gather information Pupils are able to use at least one type of source of information confidently and are beginning to use a second type of source of information with increasing confidence.  |

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| **Core Strands**  | **Year 4** |
| **Chronological Understanding** | Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timelinePupils can confidently make links between areas of history they have studied, identifying differences between them |
| **Vocabulary** | Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. |
| **Questioning** | Pupils can ask questions to develop their understanding and piece together informationPupils are beginning to challenge sources of informationPupils are beginning to show some organisation of information that is purposeful for responding to or asking questions |
| **Historical Knowledge**  | Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study Pupils are beginning to understand how our knowledge of history is developed through a range of sources Pupils are able to use at least two types of source of information confidently and e.g. books, internet, visual clips |

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| **Core Strands**  | **Year 5**  |
| **Chronological Understanding** | Pupils have a secure knowledge of chronology and are mostly accurate in placing a range of historical events from around the world on a timelinePupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of historyPupils can compare historical periods, identifying similarities between themPupils can compare historical periods, identifying differences between them Pupils are beginning to identify trends over time |
| **Vocabulary** | Pupils can remember and integrate names and words from the areas they have studied in Year 5 into discussions as well as remembering some names and words from previous studiesPupils can use complex words and phrases to indicate time: talking about decades, centuries, millennium and specific British periods (Elizabethan, Tudor, Stuart era) Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. |
| **Questioning** | Pupils can ask questions to develop their understanding and also ask questions of what people have saidPupils can challenge sources of informationPupils are beginning to make purposeful selection about information they wish to include in responsesPupils can organise information purposefully when responding to or asking questions |
| **Historical Knowledge**  | Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. |

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| **Core Strands**  | **Year 6** |
| **Chronological Understanding** | Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timelinePupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of historyPupils can compare a range of historical periods, identifying a number of similarities between them and why this isPupils can compare a range of historical periods, identifying differences between them Pupils can identify many trends over time, identifying how ideas have been continued/ developed |
| **Vocabulary** | Pupils can remember and use a range of names and words from the areas they have studied over the years Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium, specific periods and also recognize different ways in which AD and BC are written (BCE, CE etc.)Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.  |
| **Questioning** | Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significancePupils can challenge sources, questioning the validity of these and whether they have been created for propagandaPupils can purposefully select information when forming responses to questionsPupils can organise information purposefully when responding to or asking questions |
| **Knowledge**  | Pupils have a wide ranging knowledge about historical events, from local history to world history Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.  |

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| **Core Strands**  | **Entering Key Stage Three/Progression into Year Seven** |
| **Chronological Understanding** | Pupils have an extensive knowledge of chronology, accurately placing a range of historical events from around the world on a timelinePupils can chronologically compare a range of historical periods and events, drawing relevant connections and contrasts. Pupils can compare a range of historical periods, identifying similarities and differences between them.Pupils can identify many trends over time within an increasingly sophisticated chronological narrative and identifying how ideas have been continued/ developed. |
| **Vocabulary** | Pupils can remember and use a range of names and words from the areas they have studied over different eras and events. Pupils can implement a wide range of words and phrases to indicate time, talking about decades, centuries, millennium, specific periods and also recognize different ways in which AD and BC are written (BCE, CE etc.)Pupils understand a range of words related to history in general as well as periods of history whilst also applying them correctly e.g. empire, parliament, civilisation etc.  |
| **Questioning** | Pupils can pursue historically valid enquiries including some they have framed themselves and create relevant, structured and evidentially supported accounts in response. Clearly understand how different historical sources are used rigorously to make historical claims.Pupils can critically evaluate a range of sources using their context and provenance. Pupils can organise information effectively to provide judgements about an event or person in history.  |
| **Knowledge**  | Pupils have an extensive knowledge about historical events, from local history, British history and world history.Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.Pupils can access a comprehensive range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.  |