

Progression of skills - History

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

	Reception
Chronological understanding	<p>Pupils comment on images of familiar situations in the past.</p> <p>Pupils compare and contrast characters from stories, including figures from the past.</p>

	ELG
Chronological understanding	<p>Pupils talk about the lives of people around them and their role in society</p> <p>Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Pupils understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Vocabulary	<p>Children can use these words:</p> <p>Yesterday</p> <p>Weekend</p> <p>Last week</p>

Progression of skills - History

	Year 1
Chronological Understanding	<p>Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy</p> <p>Pupils know what a timeline is and understand them</p> <p>Pupils are beginning to make comparisons between areas of study</p>
Vocabulary	<p>Pupils can use and are beginning to remember names and places that link to areas of study</p> <p>Pupils 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</p>
Questioning	<p>Pupils can ask simple questions when they are unsure</p> <p>Pupils can accurately answer some questions verbally related to an area of study</p>
Historical Knowledge	<p>Pupils can remember most key events about the areas they have studied</p> <p>Pupils are beginning to understand that they can find historical information in books</p>

Progression of skills - History

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

Progression of skills - History

Core Strands	Year 3
Chronological Understanding	<p>Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</p> <p>Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them</p> <p>Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them</p>
Vocabulary	<p>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</p> <p>Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p>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.</p>
Questioning	<p>Pupils are asking more in depth questions for their age to develop their understanding</p> <p>Pupils are able to answer questions accurately related to the area of study</p> <p>Pupils can confidently use sources to justify their answers</p>
Historical Knowledge	<p>Pupils remember and recall a range of key facts and information from areas of study in Year 3</p> <p>Pupils can identify at least two ways we gather information</p> <p>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.</p>

Progression of skills - History

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

Progression of skills - History

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

Progression of skills - History

Core Strands	Year 6
Chronological Understanding	<p>Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline</p> <p>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</p> <p>Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is</p> <p>Pupils can compare a range of historical periods, identifying differences between them</p> <p>Pupils can identify many trends over time, identifying how ideas have been continued/ developed</p>
Vocabulary	<p>Pupils can remember and use a range of names and words from the areas they have studied over the years</p> <p>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.)</p> <p>Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p>
Questioning	<p>Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance</p> <p>Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda</p> <p>Pupils can purposefully select information when forming responses to questions</p> <p>Pupils can organise information purposefully when responding to or asking questions</p>
Knowledge	<p>Pupils have a wide ranging knowledge about historical events, from local history to world history</p> <p>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</p> <p>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</p>