



History knowledge, skills and progression map

Core Strands	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Pupils know similarities and differences between the past and now.</p> <p>Pupils can use everyday language related to time</p> <p>Pupils to understand who the Monarch is and the term Coronation.</p>	<p>Pupils can sequence simple events, e.g. about a story</p> <p>Pupils can use everyday vocabulary relating to time</p> <p>Pupils know what a timeline is</p> <p>Pupils can show on a timeline the sequence of a few objects, images or pieces of information related to a topic with increasing accuracy</p>	<p>Pupils can produce simple timelines that represent information chronologically</p> <p>Pupils can sequence a number of events on a simple timeline</p> <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</p>	<p>Pupils can confidently make links between areas of history they have studied in Year 3, identifying similarities and differences between them</p> <p>Pupils are developing their knowledge of chronology and can use dates to place events, artefacts and significant individuals on a timeline</p>	<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 are able to add information learnt to a timeline</p> <p>Pupils can confidently make links between areas of history they have studied, identifying differences between them</p>	<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 and differences between them</p> <p>Pupils are beginning to identify trends over time within specific themes –</p>	<p>Pupils can securely place pictures, artefacts and other sources in the correct chronological order through the application of period knowledge.</p> <p>Pupils can produce complex timelines that require description of changes through time.</p> <p>Pupils can describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes)</p> <p>Pupils can relate current studies to</p>

			areas of study, identifying differences between them			clothes, beliefs, homes	previous learning and make comparisons between different times in history
Vocabulary	<p>Children can use these words: Yesterday Weekend Last week</p> <p>Monarch King Coronation</p>	<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>	<p>Pupils can remember and use a range of names and words specific to areas of study</p> <p>Ancient Long ago Before After Months Years</p>	<p>Pupils can remember and use a range of names and words specific to areas of study</p> <p>Decades Centuries Millennium Civilisation BC AD Ancient</p>	<p>Pupils can remember and use a range of names and words specific to areas of study</p> <p>Decades Centuries Millennium Empire Parliament Democracy Civilisation BC AD Ancient During Chronology Era Change</p>	<p>Pupils can remember and use a range of names and words specific to areas of study</p> <p>Decades Centuries Millennium Empire Parliament Democracy Civilisation BC AD Ancient During Chronology Era Change Legacy Period</p>	<p>Pupils can remember and use a range of names and words specific to areas of study</p> <p>Decades Centuries Millennium Empire Parliament Democracy Civilisation BC AD Ancient During Chronology Era Change Legacy Period Continuity Social Religious Political Technological Cultural</p>
Questioning		<p>Pupils can ask simple questions when they are unsure</p> <p>Pupils can</p>	<p>Pupils can ask simple questions to develop their understanding</p> <p>Pupils are able to</p>	<p>Pupils are asking more in depth questions for their age to develop their understanding</p>	<p>Pupils can ask questions to develop their understanding and piece together information</p>	<p>Pupils can ask questions to develop their understanding and also ask questions of what people</p>	<p>Pupils can ask a range of questions, creating questions that develop understanding about change,</p>

		accurately answer some questions related to an area of study	accurately answer simple questions related to an area of study confidently Pupils can justify their answers using sources or stories	Pupils are able to answer questions accurately related to the area of study Pupils can confidently use sources to justify their answers	Pupils are beginning to challenge sources of information Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions	have said Pupils can challenge sources of information Pupils are beginning to make purposeful selection about information they wish to include in responses Pupils can organise information purposefully when responding to or asking questions	cause and significance Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda Pupils can purposefully select information when forming responses to questions Pupils can organise information purposefully when responding to or asking questions
Historical Knowledge		Pupils can listen to information given by teacher from stories about the past Pupils can share knowledge of change in their own life Pupils can remember most key information about the areas they have studied Pupils are beginning	Pupils can produce simple timelines that represent information chronologically Pupils can sequence a number of events on a simple timeline Pupils can accurately order events they have learnt about from furthest away to most recent Pupils can draw	Pupils remember and recall a range of key facts and information from areas of study Pupils can refer to more than one source of evidence for more accurate understanding of events Pupils can describe features of period studied e.g. clothes, beliefs, homes, attitudes.	Pupils can give reasons for the changes in periods studied, for example clothes, beliefs, homes. Pupils can describe how some past events and actions of people affect life today. Pupils are beginning to understand how our knowledge of history is developed	Pupils can describe causes and consequences of the main events, situations and changes in the period studied Pupils show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.	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

		<p>to understand that they can find historical information in books</p>	<p>timelines, beginning to place areas of study on them</p> <p>Pupils can compare areas of study, identifying similarities and differences between them</p>	<p>Pupils can describe how some past events affect life today</p> <p>Pupils can compare areas of study, identifying similarities and differences between them</p>	<p>through a range of sources</p> <p>Pupils can explore main events and changes in history, giving causes and consequences</p> <p>Pupils can compare areas of study, identifying similarities and differences between them</p>	<p>Pupils can identify links and changes within and across the time periods and localities studied.</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 compare areas of study, identifying similarities and differences between them</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> <p>Pupils can describe the actions of people in distant and unfamiliar historical settings.</p> <p>Pupils can describe cause and consequence in relation to abstract ideas such as short and long term.</p> <p>Pupils can produce extended pieces of written descriptions of change across time.</p> <p>Pupils can describe change through the use of terms such as gradual or rapid, important and unimportant, economic and religious.</p> <p>Pupils can compare areas of study, identifying</p>
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