



## History progression of skills

|           | Chronological understanding   | Vocabulary   | Questioning  | Knowledge  |
|-----------|---|--|--|--|
| Nursery   | <p>Pupils are able to talk about yesterday, today and tomorrow.</p> <p>Pupils are able to recognise the days of the week and the months of the year.</p> <p>Pupils can remember and talk about significant events in their own experience.</p> <p>Developing an understanding of growth, decay and changes over time.</p> | <p>Yesterday, today, tomorrow</p> <p>Days of the week</p> <p>Months of the year</p>  | <p>Pupils are beginning to ask questions about their own and other people's past e.g. what did I like to eat when I was a baby? Where did you go to school when you were a child?</p>                            | <p>Pupils know how old they are</p>  |
| Reception | <p>Pupils are able to identify the events through the year and to begin to order them e.g. seasons, festivals, birthdays and know what year this is.</p> <p>Pupils can talk about past and present events in their own lives and the lives of others.</p>   | <p>Past, present,</p> <p>To use everyday language related to time</p>  | <p>Pupils begin to recognise and ask questions about changes over time.</p>  | <p>Pupils can describe changes over time e.g. life cycles, seasons</p> <p>To be able to order and sequence familiar events.</p> <p>To know how to measure short periods of time in simple ways.</p>  |
| Year 1    | <p>Pupils can compare two events, saying which one happened first</p> <p>Pupils are beginning to understand timelines,</p> <p>Pupils may begin to make simple links between areas of study,</p>   | <p>Pupils can use names and places that link to areas of study,</p> <p>Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago,</p>                  | <p>Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.</p>  | <p>Pupils can remember some key events about the areas they have studied.</p> <p>Pupils are taught about changes within their living memory (toys).</p> <p>Pupils are aware that they can use books to find out about significant individuals.</p>   |
| Year 2    | <p>Pupils can mostly accurately order events they have learnt about from furthest away to most recent,</p> <p>Pupils can draw timelines,</p> <p>Pupils can make some comparisons between areas of study, identifying some similarities and some differences between them,</p>   | <p>Pupils can remember and use names and words specific to areas of study,</p> <p>Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries,</p> | <p>Pupils can ask simple questions when they are unsure and accurately answer most simple questions related to an area of study,</p> <p>Pupils can sometimes justify their answers using sources or stories,</p> | <p>Pupils can remember some key events about the areas they have studied,</p> <p>Pupils can consider how we know about past events,</p> <p>Pupils are taught about changes within their living memory (GFOL).</p> <p>Pupils know they can find historical information in books including information about multiple significant individuals.</p> |
| Year 3    | <p>Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history</p>  | <p>Pupils can remember and use names and words from the areas they have studied,</p> <p>Pupils can use words and phrases accurately to indicate periods of time (a long time ago,</p>                          | <p>Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding,</p>  | <p>Pupils remember key facts and information from areas of study in Year 3,</p> <p>Pupils can identify at least one way we gather information,</p>   |

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|        | <p>they have learnt about on a timeline (local),</p> <p>Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities and identifying differences between them.</p>   | <p>ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc,</p> <p>Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc,</p>  | <p>Pupils are generally able to answer questions accurately related to the area of study,</p> <p>Pupils can generally use sources to justify their answers,</p>  | <p>Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence.</p>  |
| Year 4 | <p>Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline (British and local).</p> <p>Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.</p>   | <p>Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study,</p> <p>Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc,</p> <p>Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc,</p>      | <p>Pupils can ask questions to develop their understanding,</p> <p>Pupils are able to answer questions accurately most of the time related to the area of study,</p> <p>Pupils can use sources to justify their answers and are beginning to organise their responses,</p>   | <p>Pupils remember 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 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 at least two different types of sources e.g. books, internet, visual clips.</p>  |
| Year 5 | <p>Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline,</p> <p>Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.</p> <p>Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history,</p> | <p>Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study,</p> <p>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc,</p> <p>Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc,</p> | <p>Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said,</p> <p>Pupils are increasingly challenging sources of information,</p> <p>Pupils show some organisation of information that is purposeful for responding to or asking questions,</p> <p>Pupils show some purposeful selection about information they wish to include in responses,</p> | <p>Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study,</p> <p>Pupils are slowly increasing 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 are confident in using two different sources to gather information e.g. books, internet, film clips.</p> |
| Year 6 | <p>Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in 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 remember and use 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 etc,</p> <p>Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc,</p>  | <p>Pupils can ask questions, creating questions that develop understanding about change, cause and significance,</p> <p>Pupils can organise information purposefully when responding to or asking questions,</p> <p>Pupils can challenge sources, questioning the validity of these,</p> <p>Pupils can make purposeful decisions about information to include when forming responses to questions,</p>         | <p>Pupils have a strong knowledge about historical events, from local history to world history,</p> <p>Pupils have a strong 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>                          |



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|  | <p>Pupils can compare a range of historical periods, identifying a number of similarities and differences between them,<br/>Pupils can identify some trends over time, identifying how ideas have been continued/ developed,</p> |  |  |  |
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