	Chronological understanding	**Vocabulary**	**Questioning**	**Knowledge**
Year 1	Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy. Pupils know what a timeline is. Pupils are beginning to make comparisons between areas of study	Pupils can use and are beginning to remember names and places that link to areas of study. Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago.	Pupils can ask simple questions when they are unsure. Pupils can accurately answer some questions verbally related to an area of study.	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.
Year 2	Pupils can accurately order events they have learnt about from furthest away to most recent. Pupils can draw timelines, beginning to place areas of study on them. Pupils can compare areas of study, identifying similarities between them. Pupils can compare areas of study, identifying differences between them.	Pupils can remember and use a range of names and words specific to areas of study Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries.	Pupils can ask simple questions to develop their understanding. Pupils are able to accurately answer simple questions related to an area of study confidently. Pupils can justify their answers using sources or stories.	Pupils can remember key events about the areas they have studied. Pupils can begin to identify how we know about past events. Pupils can begin to identify different representations of history e.g. books, visual clips, letters.

Year 3	Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline. Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them. Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them.	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.	Pupils are beginning to ask more in depth questions for their age to develop their understanding. Pupils are able to answer questions accurately related to the area of study Pupils can use sources to justify their answers.	Pupils remember a range of key facts and information from areas of study in Year 3. Pupils can identify at least two ways we gather information. Pupils are able to use at least one type of source of information confidently.
Year 4	Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline Pupils can confidently make links between areas of history they have studied, identifying similarities between them	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.	Pupils can ask questions to develop their understanding 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	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 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

Year 5	Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline	Pupils can 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	Pupils can ask questions to develop their understanding and also ask questions of what people have said	Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study
	Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history	Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.	Pupils can challenge sources of information	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 understand some words related to history in general as well as periods of history e.g. empire, parliament,	Pupils are beginning to make purposeful selection about information they wish to include in responses	
	Pupils can compare historical periods, identifying similarities between them	civilisation etc.		Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
	Pupils are beginning to identify trends over time		Pupils can organise information purposefully when responding to or asking questions	
Year 6	Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline	Pupils can remember and use a range of names and words from the areas they have studied over the years	Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance	Pupils have a wide ranging knowledge about historical events, from local history to world history
	Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history	Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.	Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda	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 compare a range of historical periods, identifying a number of similarities between them and why this is	Pupils understand a range of words related to history in general as well as periods of history e.g. empire,	Pupils can purposefully select information when forming responses to questions	Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
	Pupils can compare a range of historical periods, identifying differences between them	parliament, civilisation etc.		
	Pupils can identify trends over time, identifying how ideas have been continued/ developed		Pupils can organise information purposefully when responding to or asking questions	