

Year 1 / 2 Autumn Spring Summer	Emerging	Developing	History Key Skills Assessment	Mastery
Chronological understanding			<ul style="list-style-type: none"> <li>Pupils can accurately order events they have learnt about from furthest away to most recent</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils begin to understand chronology through a timeline.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can compare areas of study, identifying similarities and differences between life/events in different time periods.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils are beginning to relate events in the past to their own life.</li> </ul>	
Vocabulary			<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words specific to areas of study</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use words and phrases accurately to indicate periods of time e.g., a long time ago, ancient, centuries</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use some topic specific words correctly.</li> </ul>	
Questioning			<ul style="list-style-type: none"> <li>Pupils ask questions to develop their understanding.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils are able to accurately answer simple questions related to an area of study confidently (verbally and written)</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can justify their answers using sources or stories</li> </ul>	
Knowledge			<ul style="list-style-type: none"> <li>Pupils can justify their answers using sources or stories</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can begin to identify how we know about past events e.g., using secondary sources.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use secondary sources (above) to help explain their understanding of key events.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can begin to identify different representations of history e.g., books, visual clips, letters.</li> </ul>	

Year 3 / 4  Autumn Spring Summer	Emerging	Developing	<h1 style="text-align: center;">History Key Skills Assessment</h1> <p style="text-align: center;">Cycle 1 Tudors, Ancient Egypt and Ancient Greece)            (Cycle 2 Roman Empire, British Empire and it's impact on India, Anglo Saxons and Scots)</p>	Mastery
Chronological understanding			<ul style="list-style-type: none"> <li>Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline, developing . This should include examples of local, British and World History.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can confidently make links between areas of history they have studied, identifying similarities and differences between them. and trends over time, developing clear narratives within and across the periods they study.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can identify trends over time.</li> </ul>	
Vocabulary			<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words from the areas they have studied in Year 3 and 4 as well as remembering names and words from previous study.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils understand and can use a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils read and spell topic specific words correctly.</li> </ul>	
Questioning			<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils are beginning to challenge sources of information.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions.</li> </ul>	
Knowledge			<ul style="list-style-type: none"> <li>Pupils remember a range of key facts and information from areas of study in Year 3 and 4 and from previous areas of study.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils are beginning to understand how our knowledge of history is developed through a range of sources.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils are able to use different sources confidently and can use these to explain their understanding of key events.</li> </ul>	

<p>Year 5 / 6</p> <p>Autumn Spring Summer</p>	Emerging	Developing	<h1 style="text-align: center;">History Key Skills Assessment</h1> <p style="text-align: center;">Cycle 1 Victorians including local history study, WWII and history of Space Exploration.) (Cycle 2 Vikings and Anglo Saxons, trade between the UK and the rest of the world and changes from the Stone Age to the Iron Age.)</p>	Mastery
<b>Chronological understanding</b>			<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can compare a range of historical periods, identifying differences between them.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can identify trends over time, identifying how ideas have been continued/ developed.</li> </ul>	
<b>Vocabulary</b>			<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words from the areas they have studied over the years</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can use topic specific vocabulary correctly.</li> </ul>	
<b>Questioning</b>			<ul style="list-style-type: none"> <li>Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can purposefully select information when forming responses to questions</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can organise information purposefully when responding to or asking questions</li> </ul>	
<b>Knowledge</b>			<ul style="list-style-type: none"> <li>Pupils have a wide-ranging knowledge about historical events, from local history to world history</li> </ul>	
			<ul style="list-style-type: none"> <li>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</li> </ul>	
			<ul style="list-style-type: none"> <li>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>	