

Year 1	Emerging - Autumn - Events beyond living memory Moon Landing 1969 The First World War / Remembrance Day	Developing - Spring Changes within living memory – Toys Changes in local area since parents/grandparents were little	Secure-Summer The lives of significant individuals in the past who have contributed to national and international achievements – George Stephenson Robert Falcon Scott
Chronological understanding	Pupils are beginning to compare two events, saying which one happened first Pupils have seen a timeline Pupils may begin to make simple links between areas of study	Pupils can compare two events, saying which one happened first Pupils are beginning to understand timelines Pupils may begin to make simple links between areas of study	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
Vocabulary	Pupils are beginning to use names and places that link to areas of study Pupils can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago	Pupils can use names and places that link to areas of study Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago	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
Questioning	Pupils are beginning to answer questions verbally related to an area of study	Pupils are beginning to ask simple questions when they are unsure Pupils are answering questions verbally related to an area of study with increasing accuracy	Pupils can ask simple questions when they are unsure Pupils can accurately answer some questions verbally related to an area of study

Knowledge	Pupils are beginning to remember key events about the areas they have studied	Pupils can remember some key events about the areas they have studied	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	Emerging - Autumn The Great Fire of London events beyond living memory that are significant nationally or globally	Developing - Spring Florence Nightingale and Mary Seacole the lives of significant individuals in the past who have contributed to national and international achievements	Secure - Summer Local History Study Middlesbrough/River Tees changes within living memory.
Chronological understanding	Pupils can accurately order some events they have learnt about from furthest away to most recent Pupils are beginning to draw timelines Pupils are beginning to make comparisons between areas of study	Pupils can mostly accurately order events they have learnt about from furthest away to most recent Pupils can draw timelines Pupils can make some comparisons between areas of study, identifying some similarities between them. Pupils can make some comparisons between areas of study, identifying some differences between them	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
Vocabulary	Pupils are beginning to remember and use names and words specific to areas of study Pupils can use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago	Pupils can remember and use names and words specific to areas of study Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries	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
Questioning	Pupils are beginning to ask simple questions when they are unsure Pupils are beginning to accurately answer questions related to an area of study Pupils are beginning to use classroom sources to help answer questions	Pupils can ask simple questions when they are unsure Pupils can accurately answer most simple questions related to an area of study Pupils can sometimes justify their answers using sources or stories	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

<p>Knowledge</p>	<p>Pupils are beginning to remember key events about the areas they have studied Pupils are beginning to consider how we know about past events Pupils sometimes remember they can find historical information in books</p>	<p>Pupils can remember some key events about the areas they have studied Pupils can consider how we know about past events Pupils know they can find historical information in books</p>	<p>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</p>
-------------------------	---	--	--

Year 3	Emerging - Autumn Stone Age changes in Britain from the Stone Age to the Iron Age	Developing - Spring Ancient Egyptians the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	Secure - Summer Ancient Greeks a study of Greek life and achievements and their influence on the western world
Chronological understanding	<p>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 make a few comparisons between areas of study, identifying similarities between them Pupils can make a few comparisons between areas of study, identifying differences between them</p>	<p>Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them</p>	<p>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</p>
Vocabulary	<p>Pupils can remember and use a few 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</p>	<p>Pupils can remember and use names and words from the areas they have studied Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</p>	<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 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</p>

		Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.	periods of history e.g. empire, parliament, civilisation etc.
Questioning	Pupils can ask simple questions to develop their understanding Pupils are able to answer some simple questions related to an area of study Pupils can sometimes justify their answers using sources or stories	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 Pupils are generally able to answer questions accurately related to the area of study Pupils can use sources to justify their answers	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
Knowledge	Pupils can remember a few key events about the areas they have studied Pupils can begin to identify how we know about past events Pupils can identify different representations of history e.g. books, visual clips, letters	Pupils remember key facts and information from areas of study in Year 3 Pupils can identify at least one way we gather information Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence	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	<p style="text-align: center;">Emerging - Autumn Romans</p> <p style="text-align: center;">the Roman Empire and its impact on Britain</p>	<p style="text-align: center;">Developing - Spring Aztecs</p> <p style="text-align: center;">a non-European society that provides contrasts with British history</p>	<p style="text-align: center;">Secure - Summer Anglo-Saxons/King Alfred</p> <p style="text-align: center;">Britain's settlement by Anglo-Saxons and Scots</p>
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 are beginning to make links between areas of history they have studied, identifying similarities between them</p> <p>Pupils are beginning to make links between areas of history they have studied, identifying differences between them</p>	<p>Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline</p> <p>Pupils can make links between areas of history they have studied, identifying similarities between them</p> <p>Pupils can make links between areas of history they have studied, identifying differences between them</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 can confidently make links between areas of history they have studied, identifying similarities between them</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 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 beginning to use 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</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. Pupils remember a few words related to history in general as well</p>	<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 time</p>

	well as periods of history e.g. empire, parliament, civilisation etc.	as periods of history e.g. empire, parliament, civilisation etc.	history e.g. empire, parliament, civilisation etc
Questioning	<p>Pupils are beginning to ask more in depth questions to develop their understanding</p> <p>Pupils are able to answer some questions accurately related to the area of study</p> <p>Pupils can generally use sources to justify their answers</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 can ask questions to develop their understanding</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>
Knowledge	<p>Pupils remember some key facts and information from areas of study in Year 4</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</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>	<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 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	Emerging - Autumn Vikings the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Developing - Spring Captain Cook a local history study	Secure - Summer Victorians a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Chronological understanding	<p>Pupils are becoming more secure in their knowledge of chronology and are beginning to accurately place a range of historical events from around the world on a timeline</p> <p>Pupils can draw their own timeline, and add to it as they learn about new periods of history</p> <p>Pupils are beginning to make comparisons between historical periods, identifying similarities between them</p> <p>Pupils are beginning to make comparisons between historical periods, identifying differences between them</p>	<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 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 make some comparisons between historical periods, identifying similarities between them</p> <p>Pupils can make some comparisons between historical periods, identifying differences between them</p>	<p>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</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 use some names and words from the areas they have studied in Year 5 as well as remembering a few 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 understand a few words related to history in general as well as periods of</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 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 understand some words related to history in general as well as periods of</p>

	history e.g. empire, parliament, civilisation etc.		history e.g. empire, parliament, civilisation etc.
Questioning	<p>Pupils can ask questions to develop their understanding</p> <p>Pupils are beginning to challenge sources of information</p> <p>Pupils are beginning to show some purposeful selection about information they wish to include in responses</p> <p>Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions</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 purposeful selection about information they wish to include in responses</p> <p>Pupils show some organisation of information that is purposeful for responding to or asking questions</p>	<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>
Knowledge	<p>Pupils remember some key facts and information from areas of study in Year 5 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 becoming more confident in using two different sources to gather</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 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>

	information e.g. books, internet, film clips	Pupils are confident in using two different sources to gather information e.g. books, internet, film clips	Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
--	--	--	---

Year 6	Emerging - Autumn World War II a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 / a significant turning point in British history,	Developing - Spring Normans and Saxons Edward the Confessor and his death in 1066 / a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 / a significant turning point in British history	Secure - Summer Explorers and Conquest a non-European society that provides contrasts with British history / a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Chronological understanding	<p>Pupils have a <i>secure</i> 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 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 historical periods, identifying a number of similarities between them and begin to consider why this is</p> <p>Pupils can compare historical periods, identifying differences between them</p> <p>Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed</p>	<p>Pupils have an <i>increasingly secure</i> 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 compare a range of historical periods, identifying a number of similarities between them and think of why this is</p> <p>Pupils can compare a range of historical periods, identifying differences between them</p> <p>Pupils can identify some trends over time, identifying how ideas have been continued/ developed</p>	<p>Pupils have a <i>secure</i> 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 trends over time, identifying how ideas have been continued/ developed</p>

<p style="text-align: center;">Vocabulary</p>	<p>Pupils can remember and use some 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 understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</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 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 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>
<p style="text-align: center;">Questioning</p>	<p>Pupils can ask questions, creating questions that develop understanding</p> <p>Pupils can challenge sources of information</p> <p>Pupils begin to make purposeful decisions about information to include when forming responses to questions</p> <p>Pupils begin to organise information purposefully when responding to or asking questions</p>	<p>Pupils can ask questions, creating questions that develop understanding about change, cause and significance</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 can organise information purposefully when responding to or asking questions</p>	<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 show knowledge about historical events, from local history to world history</p> <p>Pupils show an 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>	<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>	<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>
------------------	--	---	---