HISTORY Year 5	Entering	Developing	
Chronological understanding	 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 Pupils can draw their own timeline, and add to it as they learn about new periods of history Pupils are beginning to make comparisons between historical periods, identifying similarities between them Pupils are beginning to make comparisons between historical periods, identifying differences between them 	 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 Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history Pupils can make some comparisons between historical periods, identifying similarities between them Pupils can make some comparisons between historical periods, identifying similarities between them 	 Pupils have a mostly accur from around Pupils can dr accurate internew periods Pupils can co similarities to Pupils can co differences Pupils are be
Vocabulary	 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 Pupils can 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 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 Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	 Pupils can re areas they h some names Pupils can us about decade Pupils unders general as w parliament, c
Questioning	 Pupils can ask questions to develop their understanding Pupils are beginning to challenge sources of information Pupils are beginning to show some purposeful selection about information they wish to include in responses Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions 	 Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said Pupils are increasingly challenging sources of information Pupils show some purposeful selection about information they wish to include in responses Pupils show some organisation of information that is purposeful for responding to or asking questions 	 Pupils can as and also ask Pupils can ch Pupils are be information Pupils can or responding t
Knowledge	 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 Pupils are beginning to understand how our knowledge of history is developed through a range of sources Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips 	 Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study 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 Pupils are confident in using two different sources to gather information e.g. books, internet, film clips 	 Pupils remension study in Year previous are Pupils are bucknowledge of range of sour understandir Pupils can act the internet letters, diar

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a secure knowledge of chronology and are urately in placing a range of historical events ad the world on a timeline

draw their own timeline, generally producing ntervals and adding to it as they learn about Is of history

compare historical periods, identifying s between them

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beginning to identify trends over time

remember and use names and words from the have studied in Year 5 as well as remembering as and words from previous study

use words and phrases to indicate time, talking ades, centuries, millennium etc.

erstand some words related to history in

well as periods of history e.g. empire,

, civilisation etc.

ask questions to develop their understanding sk questions of what people have said challenge sources of information beginning to make purposeful selection about n they wish to include in responses organise information purposefully when

to or asking questions

ember key facts and information from areas of ear 5 and can remember information from reas of study

building their understanding of how our of history is developed, identifying how a purces build up our knowledge and ding

access different sources, including using books, et, film clips and direct sources such as aries etc.