

Lostwithiel School HISTORY Assessment Progression - Chronological Understanding

	Working Below	Working Towards	Expected	Exceeding
Year 1	Pupils talk about similarities and differences and begin to order objects and time in order giving reasons for their choices	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
Year 2	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 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
Year 3	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 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	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	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
Year 4	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	Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline Pupils are beginning to make links between areas of history they have studied, identifying similarities between them Pupils are beginning to make links between areas of history they have	Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline Pupils can make links between areas of history they have studied, identifying similarities between them Pupils can make links between areas of history they have studied, identifying differences between them	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 confidently make links between areas of history they have studied, identifying differences between them



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	Year 3 and previously, identifying	studied, identifying differences between		
	differences between them	them		
	Pupils are developing their knowledge of	Pupils are becoming more secure in their	Pupils generally have a secure knowledge	Pupils have a secure knowledge of
Year 5	chronology and can place periods of	knowledge of chronology and are	of chronology and are mostly accurately	chronology and are mostly accurately in
	history they have learnt about	beginning to accurately place a range of	in placing a range of historical events	placing a range of historical events from
	accurately on a timeline	historical events from around the world	from around the world on a timeline	around the world on a timeline
	Pupils can make links between areas of	on a timeline	Pupils can draw their own timeline,	Pupils can draw their own timeline,
	history they have studied, identifying	Pupils can draw their own timeline, and	beginning to produce accurate intervals	generally producing accurate intervals
	similarities between them	add to it as they learn about new periods	and adding to it as they learn about new	and adding to it as they learn about new
	Pupils can make links between areas of	of history	periods of history	periods of history
	history they have studied, identifying	Pupils are beginning to make comparisons	Pupils can make some comparisons	Pupils can compare historical periods,
	differences between them	between historical periods, identifying	between historical periods, identifying	identifying similarities between them
	differences between mem	similarities between them	similarities between them	Pupils can compare historical periods,
		Pupils are beginning to make comparisons	Pupils can make some comparisons	identifying differences between them
		between historical periods, identifying	between historical periods, identifying	Pupils are beginning to identify trends
		differences between them	differences between them	over time
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	Pupils generally have a secure knowledge	Pupils have a secure knowledge of	Pupils have an increasingly secure	Pupils have a secure knowledge of
Year 6	of chronology and are mostly accurately	chronology and are mostly accurately in	knowledge of chronology and becoming	chronology, accurately placing a range of
	in placing a range of historical events from around the world on a timeline	placing a range of historical events from around the world on a timeline	increasingly accurately in placing a range of historical events from around the	historical events from around the world
				on a timeline
	Pupils can draw their own timeline,	Pupils can draw their own timeline,	world on a timeline	Pupils can draw their own timeline,
	beginning to produce accurate intervals	deciding on accurate intervals and adding	Pupils can draw their own timeline,	deciding on accurate intervals and adding
	and adding to it as they learn about new	to it as they learn about new periods of	deciding on accurate intervals and adding	to it as they learn about new periods of
	periods of history	history	to it as they learn about new periods of	history
	Pupils can make some comparisons	Pupils can compare historical periods,	history	Pupils can compare a range of historical
	between historical periods, identifying	identifying a number of similarities	Pupils can compare a range of historical	periods, identifying a number of
	similarities between them	between them and begin to consider why	periods, identifying a number of	similarities between them and why this is
	Pupils can make some comparisons	this is	similarities between them and think of	Pupils can compare a range of historical
	between historical periods, identifying	Pupils can compare historical periods,	why this is	periods, identifying differences between
	differences between them	identifying differences between them	Pupils can compare a range of historical	them
		Pupils are beginning to identify trends	periods, identifying differences between	Pupils can identify trends over time,
		over time, identifying how ideas have	them	identifying how ideas have been
		been continued/ developed	Pupils can identify some trends over	continued/ developed
			time, identifying how ideas have been	
			continued/ developed	