



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



	Year 3 and previously, identifying differences between them	studied, identifying differences between them		
Year 5	<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 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>
Year 6	<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, 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 increasingly secure 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 secure 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>