



## Lostwithiel School HISTORY Assessment Progression - Chronological Understanding

|               | Working Below   | Working Towards  | Expected  | Exceeding   |
|---------------|---|--|---|---|
| <b>Year 1</b> | 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<br>Pupils have seen a timeline<br>Pupils may begin to make simple links between areas of study   | Pupils can compare two events, saying which one happened first<br>Pupils are beginning to understand timelines<br>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<br>Pupils know what a timeline is<br>Pupils are beginning to make comparisons between areas of study   |
| <b>Year 2</b> | Pupils can compare two events, saying which one happened first<br>Pupils are beginning to understand timelines<br>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<br>Pupils are beginning to draw timelines<br>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<br>Pupils can draw timelines<br>Pupils can make some comparisons between areas of study, identifying some similarities between them<br>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<br>Pupils can draw timelines, beginning to place areas of study on them<br>Pupils can compare areas of study, identifying similarities between them<br>Pupils can compare areas of study, identifying differences between them  |
| <b>Year 3</b> | Pupils can mostly accurately order events they have learnt about from furthest away to most recent<br>Pupils can draw timelines<br>Pupils can make some comparisons between areas of study, identifying some similarities between them<br>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<br>Pupils can draw timelines, beginning to place areas of study on them<br>Pupils can make a few comparisons between areas of study, identifying similarities between them<br>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<br>Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them<br>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<br>Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them<br>Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them |
| <b>Year 4</b> | 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<br>Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them<br>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<br>Pupils are beginning to make links between areas of history they have studied, identifying similarities between them<br>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<br>Pupils can make links between areas of history they have studied, identifying similarities between them<br>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<br>Pupils can confidently make links between areas of history they have studied, identifying similarities between them<br>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 differences between them   | studied, identifying differences between them   |   |   |
| <b>Year 5</b> | <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>   |
| <b>Year 6</b> | <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> |