



## Year Five History Progression Steps

Year 5	Developing	Expected Standard	Exceeding	Historical Language
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>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</li> <li>e.</li> <li>Pupils can draw their own timeline, and add to it as they learn about new periods of history.</li> <li>Pupils are beginning to make comparisons between historical periods, identifying similarities between them.</li> <li>Pupils are beginning to make comparisons between historical periods, identifying differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history.</li> <li>Pupils can make some comparisons between historical periods, identifying similarities between them.</li> <li>Pupils can make some comparisons between historical periods, identifying differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history.</li> <li>Pupils can compare historical periods, identifying similarities between them.</li> <li>Pupils can compare historical periods, identifying differences between them.</li> <li>Pupils are beginning to identify trends over time.</li> </ul>	Chronological order BC- AD Timeline Comparisons Differences/ Similarities (between Anglo-Saxons)
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<u>Vikings</u> Longship, longhouse, hearth, Odin, Freya, Loki, Thor, pilage, raid, hierarchy, society, Jorvic, spear, thatched, weave, Scandinavia, freeman, Daneaw, Valhalla, Asgard.
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding.</li> <li>Pupils are beginning to challenge sources of information.</li> <li>Pupils are beginning to show some purposeful selection about information they wish to include in responses.</li> <li>Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said.</li> <li>Pupils are increasingly challenging sources of information.</li> <li>Pupils show some purposeful selection about information they wish to include in responses.</li> <li>Pupils show some organisation of information that is purposeful for responding to or asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding and also ask questions of what people have said.</li> <li>Pupils can challenge sources of information.</li> <li>Pupils are beginning to make purposeful selection about information they wish to include in responses.</li> <li>Pupils can organise information purposefully when responding to or asking questions.</li> </ul>	<u>General 5 W's</u> <ul style="list-style-type: none"> <li>Can you think of another group of people who...raided/traded etc?</li> <li>Why did they raid?</li> <li>Were the Vikings right to raid?</li> <li>How can we find out about?</li> <li>How reliable are...?</li> <li>What do you know about their society, lifestyle, food, clothes or religion?</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils are beginning to understand how our knowledge of history is developed through a range of sources.</li> <li>Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study.</li> <li>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.</li> <li>Pupils are confident in using two different</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study.</li> <li>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.</li> <li>Pupils can access different sources,</li> </ul>	Archaeological digs Artefact analysis Videos Photographs Visits – York/ Jorvic Books

	clips.	sources to gather information e.g. books, internet, film clips.	including using books, the internet, film clips and direct sources such as letters, diaries etc.	
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