



Year Three History Progression Steps

Year 3	Developing	Expected Standard	Exceeding	Historical Language
Chronological understanding	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Chronological order, reign, invaded/ invasion/ invader, settled/ settler/ settlement, dictator, treason, traitor, rebel, rebellion, slaves, peasants, monastery, monarchy, missionary, conquer, migration, execution, divorce, married, birth and death.</p>
Vocabulary	<ul style="list-style-type: none"> Pupils can remember and use a few names and words specific to areas of study. Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries. 	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied. Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study. Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Ancient, centuries, decades, years, AD, BC, kingdom, millennium, parliament, democracy, empire, emperor, civilisation. <p>Anglo- Saxons</p> <ul style="list-style-type: none"> Angles, Jutes, Saxons, Bayeux tapestry, Battle of Hastings, runes, warriors, Romans, Vikings, trading huts, paganism, Christianity, monks, monastery, churls, thanes, slaves, kings. <p>Navajo Indians</p> <ul style="list-style-type: none"> Tribes, Native American, tepee, Hogan, totem poles, myths, legends, hunter gatherer, chiefs.
Questioning	<ul style="list-style-type: none"> Pupils can ask simple questions to develop their understanding. Pupils are able to answer some simple questions related to an area of study. Pupils can sometimes justify their answers using sources or stories. 	<ul style="list-style-type: none"> Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding. Pupils are generally able to answer questions accurately related to the area of study. Pupils can generally use sources to justify their answers. 	<ul style="list-style-type: none"> Pupils are beginning to ask more in depth questions for their age to develop their understanding. Pupils are able to answer questions accurately related to the area of study. Pupils can use sources to justify their answers. 	<ul style="list-style-type: none"> Questions related to lifestyle, clothes, school, homes, leisure times, food and families. Why did they choose to invade/ settle? What are the push/ pull factors?

Knowledge	<ul style="list-style-type: none">• Pupils can remember a few key events about the areas they have studied.• Pupils can begin to identify how we know about past events.• Pupils can identify different representations of history e.g. books, visual clips, letters.	<ul style="list-style-type: none">• Pupils remember key facts and information from areas of study in Year 3.• Pupils can identify at least one way we gather information.• Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence.	<ul style="list-style-type: none">• Pupils remember a range of key facts and information from areas of study in Year 3.• Pupils can identify at least two ways we gather information.• Pupils are able to use at least one type of source of information confidently.	Archaeologists, archaeological dig/ research, history books, archives, texts, scripts, artefacts, discovery, newspaper articles, photographs, diary, recounts, historians, museums, veterans.
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