



## Year Four History Progression Steps

Year 4	Developing	Expected Standard	Exceeding	Historical Language
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline.</li> <li>Pupils are beginning to make links between areas of history they have studied, identifying similarities between them.</li> <li>Pupils are beginning to make links between areas of history they have studied, identifying differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline.</li> <li>Pupils can make links between areas of history they have studied, identifying similarities between them.</li> <li>Pupils can make links between areas of history they have studied, identifying differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline.</li> <li>Pupils can confidently make links between areas of history they have studied, identifying similarities between them.</li> <li>Pupils can confidently make links between areas of history they have studied, identifying differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study.</li> <li>Pupils are beginning to use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>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.</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 4 as well as remembering a few names and words from previous study.</li> <li>Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils remember 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 remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study.</li> <li>Pupils can generally 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>Ancient, centuries, decades, years, AD, BC, kingdom, millennium, parliament, democracy, empire, emperor, civilisation.</li> </ul> <p><b><u>Egyptians</u></b></p> <ul style="list-style-type: none"> <li>Mummies, mummification, pyramids, after life, sacrifice, Cleopatra, Tutankhamun, sarcophagus, Egyptian gods, sphinx, hieroglyphs, cartouches, Valley of the Kings, Pharaohs, burial chambers, River Nile, Egypt.</li> </ul> <p><b><u>World War Two</u></b></p> <ul style="list-style-type: none"> <li>Adolf Hitler, Germany, Germans, suicide, Neville Chamberlain, Battle of France, evacuation, Dunkirk, Normandy landing, D-Day, Pearl Harbour, Allies, Axis power, enemy, opposition, armed forces, atomic bombs, fighter jets, RAF, aerial warfare.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to ask more in depth questions to develop their understanding.</li> <li>Pupils are able to answer some questions accurately related to the area of study</li> <li>Pupils can generally use sources to justify their answers.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding.</li> <li>Pupils are able to answer questions accurately most of the time related to the area of study.</li> <li>Pupils can use sources to justify their answers and are beginning to organise their responses.</li> </ul>	<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 organisation of information that is purposeful for responding to or asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>How does this compare/ contrast?</li> <li>What evidence do we have to support this?</li> <li>What are the similarities/ differences?</li> <li>General – Who, what, where, when, why and how?</li> <li>How do we know this?</li> <li>What were the strengths/ weaknesses of this person/ era?</li> </ul>

Knowledge	<ul style="list-style-type: none"><li>• Pupils remember some key facts and information from areas of study in Year 4.</li><li>• Pupils can identify at least two ways we gather information.</li><li>• Pupils are able to use at least one type of source of information confidently.</li></ul>	<ul style="list-style-type: none"><li>• Pupils remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study.</li><li>• Pupils can identify at least two ways we gather information.</li><li>• Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips.</li></ul>	<ul style="list-style-type: none"><li>• Pupils remember a range of key facts and information from areas of study in Year 4 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 able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips.</li></ul>	<ul style="list-style-type: none"><li>• Archaeologists, archaeological dig/ research, history books, archives, texts, scripts, artefacts, discovery, newspaper articles, photographs, diary, recounts, historians, museums, veterans.</li></ul>
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