

Year 5 History Progression Map



We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Year 5

	Entering	Developing	Secure
Chronological Understanding	- 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 - Pupils can draw their own timeline, and add to it as they learn about new periods of history - Pupils are beginning to make comparisons between historical periods, identifying similarities between them - Pupils are beginning to make comparisons between historical periods, identifying differences between them	- 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 - Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history - Pupils can make some comparisons between historical periods, identifying similarities between them - Pupils can make some comparisons between historical periods, identifying differences between them	- 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 - Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history Pupils can compare historical periods, identifying similarities between them - Pupils can compare historical periods, identifying differences between them - Pupils are beginning to identify trends over time
Vocabulary	- 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 - Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. - Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.	- 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 - Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. - Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.	- 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 - Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. - Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc

Questioning	• Pupils can ask questions to develop their understanding • Pupils are beginning to challenge sources of information • Pupils are beginning to show some purposeful selection about information they wish to include in responses • Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions	• Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said • Pupils are increasingly challenging sources of information • Pupils show some purposeful selection about information they wish to include in responses • Pupils show some organisation of information that is purposeful for responding to or asking questions	• Pupils can ask questions to develop their understanding and also ask questions of what people have said • Pupils can challenge sources of information • Pupils are beginning to make purposeful selection about information they wish to include in responses • Pupils can organise information purposefully when responding to or asking questions
Knowledge	• 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 • Pupils are beginning to understand how our knowledge of history is developed through a range of sources • Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips	• Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study • 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 • Pupils are confident in using two different sources to gather information e.g. books, internet, film clips	• Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study • 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 • Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.