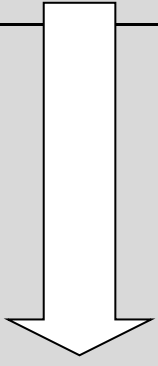


History Progression

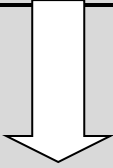
		Historical Knowledge			Historical Concepts			Historical Enquiry	
Key Stage1	Constructing the Past	Sequencing the past		Change and Development	Cause and Effect	Significance and interpretations	Planning and carrying out a historical enquiry	Using sources as evidence	
	<p>Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later</p>	<p>Know where people and events fit within a chronological framework.</p>	<p>Develop awareness of the past, using common words and phrases relating to the passing of time</p>	<p>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p>	<p>Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</p>	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</p>	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	
	<p>KS1 Working Towards Expectations</p>	<p>The child can identify relevant features of particular historical themes, events and people from family, local, national and global history. <i>E.g. Recall some events and people associated with the Gunpowder Plot.</i></p>	<p>The child can depict on a timeline the sequence of a few objects and/or pieces of information. <i>E.g. Put the main features of cooking in chronological order on a timeline.</i></p>	<p>The child can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i></p>	<p>The child can identify a few similarities, differences and changes occurring within a particular topic. <i>E.g. Identify differences and similarities between early and modern aeroplanes.</i></p>	<p>The child can identify at least one relevant cause for, and effect of, several events covered. <i>E.g. Identify an effect of the Gunpowder Plot.</i></p>	<p>The child can consider one reason why an event or person might be significant. <i>E.g. Explain why we remember a particular explorer.</i></p>	<p>The child can ask and answer a few valid historical questions. <i>E.g. Ask a few questions about explorers locate relevant information and communicate the answers as sentences.</i></p>	<p>The child can extract information from several different types of source including written, visual and oral sources and artefacts. <i>E.g. Extract some relevant information about the life of a local hero or heroine, e.g. from pictures, artefacts or a story.</i></p>
	<p>Key Stage 1 Meeting Expectations</p>	<p>The child can briefly describe features of particular themes, events and people from family, local, national and global history. <i>E.g. Retell the story of the Gunpowder Plot.</i></p>	<p>The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. <i>E.g. Select a range of cooking methods and foods to place on a timeline.</i></p>	<p>The child can understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i></p>	<p>The child can identify independently a range of similarities, differences and changes within a specific time period. <i>E.g. Recognise differences in aeroplanes from different decades.</i></p>	<p>The child can identify a few relevant causes and effects for some of the main events covered. <i>E.g. Identify several causes, motives and effects of the Gunpowder Plot.</i></p>	<p>The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. <i>E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.</i></p>	<p>The child can plan questions and produce answers to a few historical enquiries using historical terminology. <i>E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</i></p>	<p>The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. <i>E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</i></p>
<p>Exceeding Expectations</p>	<p>The child can explain a range of features covering family, local, national and global history and draw a range of conclusions. <i>E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.</i></p>	<p>The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. <i>E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.</i></p>	<p>The child can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. <i>E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</i></p>	<p>The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics. <i>E.g. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.</i></p>	<p>The child can comment on a few valid causes and effects relating to many of the events covered. <i>E.g. Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place).</i></p>	<p>The child can provide some valid reasons for selecting an event, development or person as significant. <i>E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.</i></p>	<p>The child can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. <i>E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.</i></p>	<p>The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions. <i>E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.</i></p>	

History Knowledge & Understanding Record

End of Key Stage 1

	Year 1	Year 2
1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		
2. Events beyond living memory that are significant nationally or globally <i>[for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>		
3. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>[for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i>		
4. Significant historical events, people and places in their own locality.		

History Progression

	Historical Knowledge		Historical Concepts				Historical Enquiry	
Lower KS2 Stages	Constructing the Past	Sequencing the past	Change and Development	Cause and Effect	Significance and interpretations		Planning and carrying out a historical enquiry	Using sources as evidence
	Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	Develop chronologically secure knowledge and understanding of British, local and world history.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Address and devise historically valid questions about cause.	Address and devise historically valid questions about significance.	Understand how our knowledge of the past is constructed from a range of sources.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Understand how our knowledge of the past is constructed from a range of sources
LKS2 Working Towards Expectations	The child can identify details from several themes , societies, events and significant people covered in local, national and global history. <i>E.g. Identify some of the achievements made by Ancient Egyptians.</i>	The child can sequence some events , objects, themes , periods and people from topics covered, by providing a few dates and/or period labels and terms. <i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i>	The child can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. <i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i>	The child can describe some relevant causes for, and effects on, some of the key events and developments covered. <i>E.g. Describe some reasons why conditions for children changed over time.</i>	The child can select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of Roman Britain.</i>	The child can provide a reason why two accounts of the same event might differ. <i>E.g. Recognise and provide a reason why different people might have different views about the Romans.</i>	The child can ask valid questions for enquiries and answer using a number of sources. <i>E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.</i>	The child can understand how sources can be used to answer a range of historical questions. <i>E.g. Describe how particular sources help provide evidence about different periods of childhood.</i>
LKS2 Meeting Expectations	The child can identify details from local, national and global history to demonstrate some overall awareness of themes , societies, events and people. <i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i>	The child can sequence a number of the most significant events , objects, themes , societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. <i>E.g. Sequence many of the main features of the Bronze and Iron Ages.</i>	The child can make valid statements about the main similarities, differences and changes occurring within topics. <i>E.g. Categorise changes into the different periods of the Stone Age.</i>	The child can comment on the importance of causes and effects for some of the key events and developments within topics. <i>E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.</i>	The child can explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i>	The child can comment on a range of possible reasons for differences in a number of accounts. <i>E.g. Explain how and why there were different viewpoints about Boudica.</i>	The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. <i>E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.</i>	The child can recognise possible uses of a range of sources for answering historical enquiries . <i>E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</i>

LKS2 Exceeding Expectations	The child can describe the main context of particular themes , societies, people and events including some explanation. <i>E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</i>	The child can sequence accurately the key events , objects, themes , societies, periods and people within and across topics confidently using key dates, period labels and terms. <i>E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.</i>	The child can explain why certain changes and developments were of particular significance within topics and across time periods . <i>E.g. Explain why some changes within the Stone Age were of particular importance.</i>	The child can explain with confidence the significance of particular causes and effects for many of the key events and developments. <i>E.g. Explain and justify their decisions about the priority of different causes and effects affecting childhood over time.</i>	The child can explain independently why a historical topic, event or person was distinctive or significant. <i>E.g. Explain what made the Roman period distinctive.</i>	The child can explain historical situations, events , developments and individuals from more than one viewpoint <i>E.g. Explain how and why different people might have interpreted the benefits of Roman rule in Britain.</i>	The child can devise independently significant historical enquiries to produce substantiated and focused responses. <i>E.g. Plan for and debate why a particular local Victorian deserves a statue by presenting a case based on a range of evidence from a range of sources.</i>	The child can comment on the usefulness and reliability of a range of sources for particular enquiries. <i>E.g. Show some discrimination in using a range of sources in explaining features of children's lives in different periods.</i>
	Historical Knowledge		Historical Concepts			Historical Enquiry		
Stages	Constructing the Past	Sequencing the past	Change and Development	Cause and Effect	Significance and interpretations		Planning and carrying out a historical enquiry	Using sources as evidence
	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Develop chronologically secure knowledge and understanding of British, local and world history.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Address and devise historically valid questions about cause.	Address and devise historically valid questions about significance.	Understand how our knowledge of the past is constructed from a range of sources.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Understand how our knowledge of the past is constructed from a range of sources
UKS2 Working Towards Expectations	The child can understand some features associated with themes , societies, people and events . <i>E.g. Understand aspects of life in Mayan times.</i>	The child can sequence with some independence many of the significant events , societies and people within topics covered using appropriate dates, period labels and terms. <i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i>	The child can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. <i>E.g. Decide why one change in communication is of particular importance.</i>	The child can place several valid causes and effects in an order of importance relating to events and developments. <i>E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain.</i>	The child can describe the significant issues in many of the topics covered. <i>E.g. Describe several of the most successful achievements of Ancient Greece.</i>	The child can identify different interpretations for events , developments and people covered in a range of Upper Key Stage 2 topics. <i>E.g. Recognise several different representations and interpretations about Sparta.</i>	The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry . <i>E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i>	The child can accept and reject sources based on valid criteria when carrying out particular enquiries. <i>E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.</i>

UKS2 Meeting Expectations	The child can provide overviews of the most significant features of different themes , individuals, societies and events covered. <i>E.g. Give a summary of the main features of Mayan society.</i>	The child can sequence with independence the key events , objects, themes , societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. <i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</i>	The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. <i>E.g. Provide some similarities and differences affecting different forms of communication.</i>	The child can explain the role and significance of different causes and effects of a range of events and developments. <i>E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.</i>	The child can explain reasons why particular aspects of a historical event , development, society or person were of particular significance. <i>E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i>	The child can explain how and why it is possible to have different interpretations of the same event or person. <i>E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</i>	The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</i>	The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. <i>E.g. Select evidence that supports their judgements of how the war affected the local area.</i>
UKS2 Exceeding Expectations	The child can show a detailed awareness of the themes, events , societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics. <i>E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</i>	The child can explain independently the sequence of key events , objects, themes , societies and people in topics covered using dates, period labels and terms accurately. <i>E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</i>	The child can compare independently how typical similarities, differences and changes were. <i>E.g. Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</i>	The child can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. <i>E.g. Recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural.</i>	The child can compare the significance of events , development and people across topics and time periods . <i>E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.</i>	The child can understand and explain the nature and reasons for different interpretations in a range of topics. <i>E.g. Recognise and explain how and why there could be different interpretations about Athenian society.</i>	The child can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses. <i>E.g. Plan independently an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</i>	The child can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. <i>E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.</i>

History Knowledge & Understanding Record: Key Stage 2

	Year 3	Year 4	Year 5	Year 6
1. Changes in Britain from the Stone Age to the Iron Age				
2. The Roman Empire and its impact on Britain				
3. Britain's settlement by Anglo-Saxons and Scots				
4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				
5. A local history study				
6. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				
7. The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China				
8. Ancient Greece - a study of Greek life and achievements and their influence on the western world				
9. A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.				