



## **History Progression Document**

Key Stage 1 & Key Stage 2

(2022-2023)

## **Skills Progression: History**

We believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **We follow the national curriculum for History, which aims to ensure that all pupils:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections
- draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military

## Skills Progression: History

### Chronology



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop an awareness of the past:</p> <ul style="list-style-type: none"> <li>Use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</li> <li>Begin to order artefacts and pictures from significantly different time periods</li> <li>Begin to know where all people/events studied fit into a chronological framework</li> <li>Begin to identify similarities / differences between periods.</li> </ul>	<p>Develop an awareness of the past:</p> <ul style="list-style-type: none"> <li>Understand securely and use a wider range of further terms associated with the past (e.g. year, decade, century, in the past, previously, nowadays)</li> <li>Order events in a period of history studied and begin to recall the dates of important festivals or celebrations</li> <li>Know where all people/events studied fit into a chronological framework</li> <li>Identify similarities / differences between periods</li> </ul>	<p>Continue to develop their understanding of chronology by:</p> <ul style="list-style-type: none"> <li>Beginning to recognise that the past can be divided into different periods of time</li> <li>Beginning to sequence a number of the most significant events, objects, themes, societies, periods and people in topics studied using some dates, period labels and terms</li> </ul>	<p>Continue to develop their understanding of chronology by:</p> <ul style="list-style-type: none"> <li>recognising that the past can be divided into different periods of time</li> <li>sequencing 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</li> </ul>	<p>Continue to develop chronologically secure knowledge of history:</p> <ul style="list-style-type: none"> <li>begin to establish clear narratives within and across periods studied</li> <li>begin to provide overviews of the most significant features of different themes, individuals, societies and events</li> <li>begin to independently sequence historical events, themes, societies and people from topics covered using dates, period labels and terms.</li> </ul>	<p>Continue to develop chronologically secure knowledge of history:</p> <ul style="list-style-type: none"> <li>Establish clear narratives within and across periods studied</li> <li>Provide overviews of the most significant features of different themes, individuals, societies and events</li> <li>Independently sequence historical events, themes, societies and people from topics covered using dates, period labels and terms.</li> <li>Note connections, contrasts and trends over time</li> </ul>

## Skills Progression: History

### Interpreting History, including sources



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>Begin to identify different ways in which the past is represented using photos, images and concrete objects</li></ul>	<ul style="list-style-type: none"><li>Identify different ways in which the past is represented using photos, images, concrete objects and written accounts.</li><li>Select information from several types of source.</li></ul>	<ul style="list-style-type: none"><li>Begin to understand that different versions of the past may exist.</li><li>Understand how sources can be used to answer a range of historical questions.</li></ul>	<ul style="list-style-type: none"><li>Understand that different versions of the past may exist.</li><li>Use a range of source materials to answer questions about the past which go beyond simple observations. <i>E.g. Use a range of different sources to reconstruct aspects of people's lives in different historical periods.</i></li></ul>	<ul style="list-style-type: none"><li>Understand that different versions of the past may exist and begin to give some reasons for this.</li><li>Accept and reject sources based on valid criteria when carrying out particular enquiries.</li><li>Describe how different types of evidence tell us different things about the past.</li></ul>	<ul style="list-style-type: none"><li>Understand that different versions of the past may exist, and give some reasons for this including why contrasting arguments and interpretations occur.</li><li>Comment with confidence on the value of a range of different types of source for enquiries.</li></ul>

## Skills Progression: History

### Historical Enquiry



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Begin to ask and answer question a few valid historical questions.</li><li>• Begin to understand some ways we find out about the past</li><li>• Begin to choose and use parts of stories and other sources to show understanding of the past.</li></ul>	<ul style="list-style-type: none"><li>• Ask and answer a few valid historical questions using historical terminology.</li><li>• Understand some ways we find out about the past</li><li>• Choose and use parts of stories and other sources to show understanding of the past.</li><li>• Build a 'bigger picture' of a historical period, using a range of source materials.</li></ul>	<ul style="list-style-type: none"><li>• Begin to regularly address valid questions and to begin to suggest useful research questions.</li><li>• Choose the most important source material for a task.</li><li>• Begin to construct informed responses by ... selecting and organising relevant historical information from a number of sources.</li><li>• <i>e.g. Produce a plan for investigating a Roman leader and use a few different sources to produce a biography.</i></li></ul>	<ul style="list-style-type: none"><li>• Regularly address and devise a range of historically valid questions (with greater independence) for a series of different types of enquiry and answer them with substantiated responses.</li><li>• Construct informed responses by selecting and organising relevant historical information from a number of sources.</li></ul>	<ul style="list-style-type: none"><li>• With greater independence, construct informed responses by selecting and organising relevant historical information from a number of sources.</li><li>• Reach a valid conclusion based on devising and answering questions related to a historical enquiry.</li></ul>	<ul style="list-style-type: none"><li>• Independently, construct informed responses by selecting and organising relevant historical information from a number of sources.</li><li>• Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for improvement.</li></ul>

## Skills Progression: History

### Key Historical Concepts:

- Continuity and change
- Cause and consequence
- Similarity/difference
- Significance

### Continuity & Change



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Begin to identify similarities / differences between ways of life at different times.</li></ul>	<ul style="list-style-type: none"><li>• Identify with greater independence similarities / differences between ways of life at different times.</li></ul>	<ul style="list-style-type: none"><li>• Describe / make links between main events and changes across different periods.</li><li>• <i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i></li><li>• Describe some of the main changes in Britain, resulting from an event (e.g an invasion or war).</li><li>• Begin to describe how national changes affected their locality.</li></ul>	<ul style="list-style-type: none"><li>• Begin to make valid statements about the main events, similarities, differences and changes across different periods. <i>.e.g. Categorise changes between Anglo-Saxon and Viking rule.</i></li><li>• Describe how national changes and international events affected their locality.</li></ul>	<ul style="list-style-type: none"><li>• Make valid statements about the main events, similarities, differences and changes across different periods.</li><li>• Begin to provide valid reasons for why some changes and developments were important within particular topics studied.</li></ul>	<ul style="list-style-type: none"><li>• Provide valid reasons for why some changes and developments were important within particular topics studied.</li><li>• Compare similarities, differences and changes within and across some topics in terms of importance, progress or the type and nature of change.</li></ul>

## Skills Progression: History

### Cause and Effect



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>Begin to recognise why people did things, why events happened and what happened as a result</li></ul>	<ul style="list-style-type: none"><li>Recognise why people did things, why events happened and what happened as a result</li><li>Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.</li></ul>	<ul style="list-style-type: none"><li>Begin to identify and give reasons for, results of, historical events and changes</li><li>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></li><li>Express an opinion on whether a person of event had a positive or negative impact on Britain.</li></ul>	<ul style="list-style-type: none"><li>Begin to identify and give reasons for, results of, historical events and changes with greater independence</li><li>Comment on the importance of causes and effects for some of the key events and developments within topics. <i>E.g. explain the factors leading up to WW2.</i></li><li>Explain that an event can have more than one cause.</li></ul>	<ul style="list-style-type: none"><li>Identify and give varied reasons for and results of, historical events, situations, changes</li><li>Place several valid causes and effects in an order of importance relating to events and developments.</li><li>Explain why people acted as they did.</li></ul>	<ul style="list-style-type: none"><li>Independently Identify and give varied reasons for and results of, historical events, situations, changes</li><li>Explain the role and significance of different causes and effects of a range of events and developments.</li><li>Describe the negative or positive impact of a period of history on contemporary society.</li></ul>

## Skills Progression: History

### Similarity and Difference




Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Begin to make simple observations about different types of people, events, beliefs within a society</li><li>• Begin to describe similarities and differences between historical artefacts and pictures.</li></ul>	<ul style="list-style-type: none"><li>• Make simple observations about different types of people, events, beliefs within a society</li><li>• Describe similarities and differences between historical artefacts and pictures.</li></ul>	<ul style="list-style-type: none"><li>• Begin to describe social, cultural, religious and ethnic diversity in Britain.</li><li>• Describe how their own lives are similar or different to people living in the past.</li></ul>	<ul style="list-style-type: none"><li>• Describe social, cultural, religious and ethnic diversity in Britain.</li><li>• Compare two periods of history, identifying similarities and differences between them.</li></ul>	<ul style="list-style-type: none"><li>• Begin to describe social, cultural, religious and ethnic diversity in the wider world</li><li>• Make connections between two periods of history, to begin to develop historical perspective.</li></ul>	<ul style="list-style-type: none"><li>• Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li><li>• Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.</li></ul>



## Skills Progression: History

### Significance



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Talk about who was important eg in a simple historical account</li> <li>Sequence the story of a significant historical figure.</li> <li>Identify a range of significant aspects of a theme, society, period or person and make comment on why they have selected these aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> <li>Begin to explain how a significant figure of a period influenced change.</li> <li>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></li> <li>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></li> </ul>	<ul style="list-style-type: none"> <li>Independently Identify historically significant people and events in situations</li> <li>Explain how a significant figure of a period influenced change.</li> <li>Explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. explain why Anglo-Saxon achievements were significant.</i></li> <li>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 Boudicca.</i></li> </ul>	<ul style="list-style-type: none"> <li>Describe the significant issues in many of the topics covered. <i>e.g. Describe several of the most successful achievements of Ancient Egypt.</i></li> <li>Identify different interpretations for events, developments and people covered in a range of topics. <i>E.g. recognise several different representations and interpretations about the Egyptian religion.</i></li> </ul>	<ul style="list-style-type: none"> <li>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></li> <li>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></li> </ul>