

History progression skills

Historical knowledge	Lower key stage 2	Upper key stage 2
Constructing the past	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand overview and depth.</p> <p><i>Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements).</i></p>	<p>Establish clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><i>Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society).</i></p>
Sequencing the past	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><i>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 (e.g. sequence many of the main features of the Bronze and Iron Ages).</i></p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><i>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 (e.g. the main Ancient Greek developments, people and events).</i></p>
History concepts		
Change and development	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p> <p><i>Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).</i></p>	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p> <p><i>Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).</i></p>
Cause and effect	<p>Address and devise historically valid questions about cause.</p> <p><i>Can comment on the importance of causes and effects for some of the key events and developments within topics.</i></p>	<p>Address and devise historically valid questions about cause.</p> <p><i>Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success).</i></p>

<p>Significance and interpretations</p>	<p>Address and devise historically valid questions about significance. <i>Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).</i></p> <p>Understand how our knowledge of the past is constructed from a range of sources. <i>The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).</i></p>	<p>Address and devise historically valid questions about significance. <i>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).</i></p> <p>Understand how our knowledge of the past is constructed from a range of sources. <i>Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).</i></p>
<p>Historical enquiry</p>		
<p>Planning and carrying out a historical enquiry</p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. <i>Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. <i>Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion).</i></p>
<p>Using sources as evidence</p>	<p>Understand how our knowledge of the past is constructed from a range of sources. <i>The pupil can recognise possible uses of a range of sources for answering historical enquiries.</i></p>	<p>Understand how our knowledge of the past is constructed from a range of sources. <i>Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).</i></p>