

KS1 History progression

Area of study	Skills
Historical Knowledge	
Constructing the past	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>
Sequencing the past	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>
	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>
History Concepts	
Change and development	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>
Cause and effect	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>
Significance and interpretations	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>
Historical Enquiry	
Planning and carrying out a historical enquiry	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>
Using sources as evidence	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>

Lower KS2 History progression

Area of study	Skills
Historical Knowledge	
Constructing the past	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>
Sequencing the past	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>
History Concepts	
Change and development	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>
Cause and effect	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>
Significance and interpretations	Explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i>
	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>
Historical Enquiry	
Planning and carrying out a historical enquiry	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>
Using sources as evidence	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>

Upper KS2 History progression

Area of study	Skills
Historical Knowledge	
Constructing the past	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>
Sequencing the past	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>
History Concepts	
Change and development	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>
Cause and effect	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>
Significance and interpretations	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>
	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>
Historical Enquiry	
Planning and carrying out a historical enquiry	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>
Using sources as evidence	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>