

History – Progression and Skills Overview

EYFS & KS 1 including direct reference to national curriculum aims	Historical Knowledge Chronology Know where people and events fit within a chronological framework. Pupils study historical periods. Develop awareness of the past using common words and phrases relating to the passing of time	Historical Concepts			Historical Enquiry	
		Change And Development Identify similarities and differences between ways of life in different periods. Study changes within living memory	Cause And Effect 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 contribute national and international achievements	Significance And Interpretations Understand some of the ways in which they find out about the past and identify different ways in which it is represented	Planning And Carrying Out A Historical Enquiry Ask and answer questions. Choose and use part of other stories to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms	Using Sources As Evidence Ask and answer questions. Choose and use part of other stories to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms
R	The child knows when their birthday is. The child knows their place within their family. The child can sequence some events e.g. a life-cycle	The child listens to stories and explores other resources e.g. linked to traditions and festivals for the time of year. The child can talk about past events in their own life or that of others. The child can discuss things that are similar and different as they reflect on the school year. The child understands comparative language e.g. same/different/similar.			The child is beginning to ask and answer relevant questions linked to their topics. The child can use time related words such as old/new, now/then, yesterday/tomorrow, before/after, earlier/later, past/present.	
1	The child can identify relevant features of particular historical themes, events and people from family, local, national and global history. E.g. Recall some events and people associated with Remembrance Day. The child can depict on a timeline the sequence of a few objects and/or pieces of information The child can 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'.	The child can identify a few similarities, differences and changes occurring within a particular topic. E.g. Identify differences and similarities between early and modern toys.	The child can identify at least one relevant cause for, and effect of, several events covered e.g. Identify an effect of the World Wars	The child can consider one reason why an event or person might be significant. E.g. Explain why we remember Henry Bulmer	The child can ask and answer a few valid historical questions. E.g. Ask a few questions about toys, locate relevant information and communicate the answers as sentences.	The child can extract information from several different types of source including written, visual and oral sources and artefacts. E.g. Extract some relevant information about toys e.g. from pictures, artefacts or a story

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2	<p>The child can briefly describe features of particular themes, events and people from family, local, national and global history. E.g. Fire London, Queen Victoria</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 e.g. changes in farming</p> <p>The child can understand securely and use a wider range of time terms.</p> <p>Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</p>	<p>The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Changes in Farming</p>	<p>The child can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Fire London</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. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.</p> <p>Florence Nightingale</p> <p>Queen Victoria</p>	<p>The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful</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. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</p> <p>Ludlow Castle- Battle of Mortimer</p>

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KS2 including direct reference to national curriculum aims	Historical Knowledge Chronology Develop chronologically secure knowledge and understanding of British local and world history Establish clear narratives within and across the periods they study. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content	Historical Concepts			Historical Enquiry	
		Change And Development Address and devise historically valid questions about change and difference, note connects, contrasts and trends over time.	Cause And Effect Address and devise historically valid questions about cause.	Significance And Interpretations Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources	Planning And Carrying Out A Historical Enquiry Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Using Sources As Evidence Understand how our knowledge of the past is constructed from a range of sources.
3	<p>The child can identify details from several themes, societies, events and significant people covered in local, national and global history. E.g. recognise key figures from KS1 topics and describe how these differ from other time periods .</p> <p>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. E.g. Compares the Egyptians to time periods covered in KS1 on a time-line.</p>	<p>The child can describe some similarities, differences and changes occurring within KS1 or Lower Key Stage 2 topics. E.g. Describe some similarities and differences between early and late Egyptian dynasties</p>	<p>The child can describe some relevant causes for, and effects on, some of the key events and developments covered. E.g. Describe how and why conditions for children or farmers have changed from Egyptian time to now</p>	<p>The child can select what is most significant in a historical account. E.g. Describe in some detail features of Saxon Britain such as place names. The child can provide a reason why two accounts of the same event might differ. E.g. Recognise and provide a reason why different people might have different views about what happened during the Saxons and Vikings struggle for Britain.</p>	<p>The child can ask valid questions for enquiries and answer using a number of sources. E.g. Children can ask valid questions analysing opposing accounts of the events of 1066 or the Saxon / Viking struggle for Britain.</p>	<p>The child can understand how sources can be used to answer a range of historical questions. E.g. How sources (written and artefacts) are used to piece together a timeline from Celtic Britain to 1066</p>

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4	The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. The Greeks. 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 E.g Where the Tudors fit on a broader timeline in comparison to the periods already studied, and a timeline of some significant events that took place during this period (linked locally to Hereford Cathedral.)	The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Greeks	The child can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Chn can explain the cause and effects of WWII	The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why The Greeks achievements were significant. The child 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 evacuations during WWII	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. E.g. Plan a series of questions on WWII evacuations for a visit to Severn Valley railway	The child can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives WWII and Tudor times.

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5	<p>The child can understand some features associated with themes, societies, people and events.</p> <p>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.</p> <p>E.g Timeline the events and developments during the Roman Empire and understand where this fits on a broader timeline in comparison to the topics previously studied</p>	<p>The child can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. E.g. Understanding the significance and impact of Roman society on Britain today</p>	<p>The child can place several valid causes and effects in an order of importance relating to events and developments. E.g. List several causes and place them in an order of importance as to why the Romans came to Britain.</p>	<p>The child can describe the significant issues in many of the topics covered. E.g. Describe several of the most successful achievements of the Romans.</p> <p>The child can identify different interpretations for events, developments and people covered in a range of Key Stage 2 topics. E.g. Recognise several different representations and interpretations about the Roman invasion of Britain (a Celtic view / a Roman view)</p>	<p>The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. E.g. Independently investigate and write questions to decide whether the Roman invasion of Britain had a positive impact. Draw conclusions from their finding.</p>	<p>The child can accept and reject sources based on valid criteria when carrying out particular enquiries. E.g. Ask questions about the usefulness and reliability of sources about the Romans</p>

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6	The child can provide overviews of the most significant features of different themes, individuals, societies and events covered. 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.	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. E.g. Provide some similarities and differences affecting different forms of lifestyle during the different periods of the Stone Age.	The child can explain the role and significance of different causes and effects of a range of events and developments. E.g. Explain the development of technologies during the Stone Age including the significance of fire and the development of tools.	The child 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 Maya. The child 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 a significant individual or civilisation such as the Maya.	The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. E.g. Pose independently a series of questions to investigate the success of Stone Age man, and select appropriate evidence and use this to produce a valid conclusion.	The child 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 historical events affected the local area.