Moorsway Federation

History Skills Progression

KS1

Key Stage 1				
National Curriculum Statements **Children must be taught:** • **changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life** • **events beyond living memory that are significant nationally or globally** • **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** • **significant historical events, people and places in their own locality.**				
Historical Knowledge	Progression Statement	Working Towards	Working At	Working Beyond
Constructing the past	Understand chronology as the passing of time Study different periods of history to create a foundation for further learning in KS2	Identify features of events and people lives on a local, national and global scale with support. Recognise the difference between past and present in their own life.	Identify features of events and people lives on a local, national and global scale. Recognise the difference between past and present in their own life and the lives of others they are familiar with.	Identify and discuss in more detail the main features of events and peoples lives on a local, national and global scale. Recognise what caused people to make historic decisions or behave in a certain way and what happened as a result

Sequencing the past	Begin to understand that time periods/events are recorded as dates. Use words related to time to sequence events in their own life and the time period studied.	Create with support a timeline of several pieces of pictorial information using images they recognise. Use words such as today, yesterday, tomorrow, last year, next year etc to describe historic and up coming events in their own life.	Create a timeline of several pieces of information using images from a specified period of time. Use a wider range of time related words including decade and century.	Create a timeline of several types of information from several different time periods and discuss what the order tells us about development or progress. Use terms to describe periods of history accurately including AD/BC.
Historical Concepts	Progression Statement	Working Towards	Working At	Working Beyond
Similarity and Difference	Discuss similarities and differences between particular aspects of life today and in a specific time period	Discuss with support some similarities and differences over time within a specific topic	Discuss with prompts some similarities and differences over time within and around the topic studied	Discuss similarities and differences over time within and around the topic studied
Continuity and Change	Discuss how some things have changed over time yet something have stayed the same.	With visual images or objects from 2 different type periods join in with discussion about what has changed.	With support discuss why some changes over time have led to improvements today.	Discuss how some aspects of change have benefitted society today and compare with something that has stayed the same.
Cause and Consequence	Show an understanding of how significant individuals in the past have affected our lives today.	Discuss a change a person in history helped to make and with support suggest why this is important	Identify the cause and effect that a person of historical importance made	Identify the cause and effect that several people of historical importance made during a period in history

Significance	Begin to understand that people may have differing points of view or opinions about an event.	Understand on a personal level that people can have different opinions on an event. Understand the difference between fact and fiction	Compare different versions of the same event during an historical period and discuss with support why they are different	Discuss why some historical events are remembered more accurately than others and why there may be other versions of the same story. Discuss why some recounts of an event are more reliable than others.
Historical Enquiry	Progression Statement	Working Towards	Working At	Working Beyond
Planning an enquiry	Ask and answer questions about the time period or individual studied. Listen to stories about an event/person and discuss what we can learn about the event/person.	Ask and answer after discussion some closed historical questions.	Ask and answer, during different parts of the topic, some closed historical questions.	Ask and answer, during different parts of the topic, some open ended historical questions, including expressing opinion and linking to other topics learned previously.
Using and interpreting sources of evidence	Understand that we can learn about the past through different type of source - letters/ photos/ books etc Use a range of appropriate vocabulary to describe historical events and the passing of time	Extract meaning from pictorial, oral and artefact sources. With support begin to show understanding of written sources of information. Use with support a limited amount of new vocabulary after modelling.	Compare different sources of information and which are better/more accurate/easier to understand. Use, occasionally with support, new vocabulary about a topic after modelling and teaching.	Begin to critically compare different sources for fact/opinion and accuracy. Use these to answer historical enquiry of their own interest. Use tier 2 and 3 words confidently and independently during discussion about the topic

Key Stage 2				
National Curriculum Statements **Children must be taught:** • **Changes in Britain from the Stone Age to the Iron Age** • **The Roman Empire and its impact on Britain** • **Britain's settlement by Anglo-Saxons and Scots** • **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** • **a local history study** • **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** • **the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study** • **Ancient Greece – a study of Greek life and achievements and their influence on the western world** • **a non-European society that provides contrasts with British history**				
Lower Key Stage 2				
Historical Knowledge	Progression Statement	Working Towards	Working At	Working Beyond
Constructing the past	Develop secure chronological knowledge and understanding of local, national and world history. Link periods of study through cause and effect between time periods.	Identify details from societies, events and people of significance on a local, national and global scale. Find out details of people's lives and compare that to life today.	Identify details from societies, events and people of significance on a local, national and global scale and make links between these. Find out details of people's lives and compare that to life today.	Identify and explain details from societies, events and people of significance on a local, national and global scale and make links between these. Find out details of people's lives and compare that to life today.

			Discuss reasons for peoples actions and the effect felt afterwards	Discuss reasons for peoples actions and the effect felt afterwards both just after and many centuries later.
Sequencing the past	Develop secure chronological knowledge and understanding of local, national and world history.	Sequence events, objects and periods of time using dates, labels and pictures. Place dates/events on a pre-drawn timeline.	Sequence a number of events, objects and periods of time using dates, labels and pictures. Place dates/events on a blank timeline. Consider the spaces between the events and how much time elapses between the events.	Sequence a number of significance events, objects and periods of time using dates, labels and pictures Create a timeline of cause and effect related events.
Historical concepts	Progression Statement	Working Towards	Working At	Working Beyond
Similarity and Difference	Discuss similarities and differences between particular aspects of life today and in a specific time period and between the development of different societies.	Using images or objects from 2 time periods describe how they are similar or different. With support and resources compare 2 societies to suggest something similar and different about them.	Discuss how some aspects of life in different time period is the same as today yet somethings are different. Join in with discussion about how and why some societies develop in a similar way.	Compare similarities and differences between societies and time period and make relevant observations about these.

Continuity and Change	Observe trends over time and ask and answer historical questions about similarity and difference.	Describe some changes over time and how they may have affected us now.	Describe with some support how some changes are more significant than others.	Describe why some changes were of particular significance both at the time and in the future and why some were not.
Cause and Consequence	Observe trends over time and ask and answer historical questions about cause and effect.	Describe how some events/people have changed aspect of our lives today.	Describe how the actions of nations/people cause changes in history that affect our lives today.	Describe how the actions of nations/people/parties/ groups cause changes in history that effect our lives today.
Significance	Observe trends over time and ask and answer historical questions about significance. Interpret sources and understand how our knowledge of the past is built from a range of these.	Select (from a small choice) a source that is relevant to a particular enquiry. Explain with help the significance of a source of information. Discuss and compare with support 2 differing accounts of the same event.	Select (from a range) a source that is relevant to a particular enquiry chosen by the pupil. Explain the significance of a source of information. Discuss and compare 2 differing accounts of the same event.	Select several sources that are relevant to a particular enquiry chosen by the pupil. Explain the significance and relevance of a source of information. Discuss and compare 2 differing accounts of the same event and choose the most appropriate to back up chosen enquiry.
Historical Enquiry	Progression Statement	Working Towards	Working At	Working Beyond
Planning an Enquiry	Use appropriate historical language when suggesting and following a line of	Pose a question for historical enquiry.	Pose a valid question for historical enquiry related to an area of interest.	Discuss and construct independently an enquiry, select sources as evidence

	enquiry.	Answer the enquiry question using sources provided	Select (from a range) a source that is relevant to a particular enquiry chosen by the pupil.	and produce a substantiated report.
Comparing sources of evidence	Interpret sources and understand how our knowledge of the past is built from a range of these.	Select with support some relevant sources from a range to complete an enquiry. Pick out small details from a source to support a theory.	Can select from a range of sources which may be evidence for which type of enquiry. Begin to use books and the internet to complete independently research.	Can select from a range of sources which may be the most relevant to an enquiry and which may give false information or an opposing viewpoint. Use books and the internet to complete independently research to support their enquiry.

Upper Key Stage 2				
Historical Knowledge	Progression Statement	Working Towards	Working At	Working Beyond
Constructing the past	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Understand overview and depth.	Understand features of societies, people and events. Study different aspects of life within a culture or society including the role of males/females and the treatment of the rich/poor. Compare life in the early and late parts of a time period. Know key dates, people and events of the time studied.	Understand and create overviews of the societies, people and events covered. Examine causes and results of great events and their impact on people and society. Using prior knowledge compare an aspect of life in the time period studied with another. Research beliefs, behaviour and characteristics of people in the time studied.	Understand and show a detailed awareness of the societies, people and events covered. Give different explanations for the cause and effects of events using evidence. Compare the beliefs, behaviour and characteristics of people with that of another period in time studied.
Sequencing the past	Develop chronologically secure knowledge and understanding of British, local and world history.	Sequence with growing independence, the significant events, societies and people within the period of history studied including key dates where appropriate.	Sequence with independence, the significant events, societies and people within the period of history studied including key dates where appropriate.	Consider the relationships between significant events, societies and people within the period of history studied.

Historical concepts	Progression Statement	Working Towards	Working At	Working Beyond
Similarity and Difference	Discuss similarities and differences between particular aspects of life today and in a specific time period and between the development of different societies.	With some support compare similarities and differences between societies and time periods and begin to make relevant observations about these.	Compare similarities and differences between societies and time periods and make relevant observations about these.	Show an interest in how and why differences between societies development has occurred throughout history and ask and answer questions about this to learn more.
Continuity and Change	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Explain why some key changes and developments were important in the time period studied. Compare important aspects of life in different time periods noting the similarities and differences.	Explain why significant changes and developments were important to both the time period studied and now. Compare aspects of life in different time period noting the similarities and differences.	Explain why changes over time have affected the way of life now. Compare aspects of life in different time period noting the similarities, differences and changes.
Cause and Consequence	Address and devise historically valid questions about cause	Place several valid causes and effects in an order of importance relating to events and developments.	Explain the significance of different causes and effects on a range of developments.	Explain the cause and short/long term effects of different events within the time period studied.
Significance	Address and devise historically valid questions about significance.	Describe significant issues with the time period studied.	Explain why specific aspects of historical events, developments or people were of significance.	Explain why aspects of historical events, developments or people were of significance then and now.

	Understand how our knowledge of the past is constructed from a range of sources.	Begin to identify how different interpretations of events, developments and people may affect historical narrative. Identify if a source is 'fact' or 'fiction'.	Understand and explain how two opposing view of the same person or event can occur. Show an awareness that being exposed to different evidence may lead to different conclusions.	Understand and appreciate how two opposing views of the same person or event can occur which may lead to difficulty establishing fact, fiction or opinion. Understand that being exposed to different evidence may lead to different conclusions.
Historical Enquiry	Progression Statement	Working Towards	Working At	Working Beyond
Planning an Enquiry	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Reach a valid conclusion after planning an enquiry and selecting sources.	Reach a valid and substantiated conclusion after an independently planned enquiry.	Produce a substantiated report to conclude findings on a range of linked historical questions. Present these findings in a variety of ways including using relevant sources for evidence.
Comparing sources of evidence	Understand how our knowledge of the past is constructed from a range of sources.	Identify primary and secondary sources when presented with a range of source types. Make choices of which sources to accept based on valid criteria during	Select relevant sections of sources to back up and provide evidence for chosen lines of enquiry. Discuss the value in a range of different sources; accepting or rejecting them	Where information is missing from a source suggest ways to fill this gap to provide and fluent account. Independently decide on the validity of a range of different sources;

		personal equity.	based on the enquiry chosen.	accepting or rejecting them based on the enquiry chosen considering the audience and purpose.