**History**

**Progressions and Skills Document**

We want our children to appreciate their place in the world and within history. Through a rich history curriculum, we expect learners to become aware of events that shape our lives today

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|  | **HISTORICAL KNOWLEDGE** | **HISTORICAL CONCEPTS** | **HISTORICAL ENQUIRY** |
| Key skillsKey knowledgeYellow = statements from NC KS1 | **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 | **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 eventsStudy 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 questionsChoose and use part of other stories to show that they know and understand key features of eventsUse a wide vocabulary of everyday historical terms | **USING SOURCES AS EVIDENCE**Understand some of the ways in which they find out about the past and identify different ways in which it is represented |
| Yr R | **Understanding the World****People and communities**: children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. |
| KS1 | 1. The child can identify and briefly describe features of particular themes, events and people from family, local, national and global history. E.g. Retell the story of the Great Fire of London2. 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. Sequence the events of the Great Fire of London on a timeline. 3. The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as ‘now’, ‘then’, ‘yesterday’, ‘week’, ‘month’, ‘year’, ‘old’, ‘new’, 'nowadays', 'in the past', 'previously'. | 1. The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise similarities and differences in hospitals now and at the time of Florence Nightingale | 1. The child can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes of the Great Fire of London  | 1. 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. | 1. 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. | 1. 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 Florence Nightingale. |
|  | **HISTORICAL KNOWLEDGE** | **HISTORICAL CONCEPTS** | **HISTORICAL ENQUIRY** |
| Blue = Statements from NC KS2 | **CRONOLOGY**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 | **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. |
| LKS2 | 1. The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Children are able to use their knowledge of the Battle of Britain to reflect on the impact on the UK and Kimbolton Village.2.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. Children are able to place key events of the Roman Empire on a timeline. | 1. The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Children understand the changes between the different periods of the Ancient Egyptian civilisation. | 1. The child can describe the importance of causes and effects for some of the key events and developments within topics. E.g. Children are able to explain the cause of the Battle of Britain and its effects on the population of the British Isles. | 1. The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. Children are able to explain why Roman achievements were significant for Britain.2. The child can comment on a range of possible reasons for differences in a number of accounts. E.g. Children can understand that Anglo Saxons and Vikings felt differently about the period of the Viking invasions. | 1. 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. Children are able to plan an information text that answers key questions regarding the Roman impact of British life.  | 1. The child can understand and recognise possible uses of a range of sources for answering historical enquiries. E.g. Children are able to use a range of different sources to understand the changes in British life from the Stone Age to the Iron Age. |
| UKS2 | 1. The child can **understand** and provide overviews of the most significant features of different themes, individuals, societies and events covered.2. 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. E.g. Children can timeline the events during the Victorian Era and understand where this fits on a broader timeline in comparison to previous topics studied  | 1. The child can provide valid reasons and **compare** similarities, differences and changes within and across topics I.e. in terms of the importance, progress and the significance of the change. E.g. Children understand that the invention of the Steam Engine triggered the beginning of the Industrial Revolution and can describe the socioeconomic effect this had in Britain lasting today  | 1. The child 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 Anglo-Saxon people were successful/unsuccessful in their invasion of Britain  | 1. 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 Victorians and the multiple world changing inventions 2. 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 in time. The controversies surrounding Charles Darwin  | 1. 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 the Victorians – drawing a conclusion from their findings  | 1. The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. The child can evaluate and comment on different types of sources about the Victorians  |