



# Progression in History

The table shows when concepts should be secured. It is very important, therefore, that the content in earlier years be **revisited** in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	EFYS	KS1	Lower KS2	UPKS2
Constructing the Past	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot).</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>provide overviews and narratives 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).</li> </ul>
Sequencing the past	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and in the lives of their family members.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline).</li> <li>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 'nowadays', 'in the past' and 'previously').</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>sequence (chronologically) 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).</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>sequence (chronologically) 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).</li> </ul>

	EYFS	KS1	Lower KS2	UPKS2
Change and Development	Pupils: <ul style="list-style-type: none"> <li>• know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades).</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• make valid statements about the main similarities, differences and changes occurring within topics using historical terms (e.g. categorise changes into the different periods of the Stone Age).</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change, securely using historical terms (e.g. provide some similarities and differences affecting different forms of communication).</li> </ul>
Cause and Effect	Pupils can: <ul style="list-style-type: none"> <li>• talk about why things happen and how things work</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• comment on the importance of causes and effects for some of the key events and developments within topics.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• 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).</li> </ul>
Significance and Interpretations	Pupils can: <ul style="list-style-type: none"> <li>• talk about the lives of the people around them and their roles in society.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• 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).</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).</li> <li>• 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).</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> </ul>

	EYFS	KS1	Lower KS2	UPKS2
Planning and carrying out a Historical enquiry	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>remember and talk about significant events in their own experiences and for family and friends.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>plan questions and produce answers to a few historical enquiries using historical terminology, parts of stories and other sources to understand key features of events (e.g. plan and find information needed to write a paragraph about which explorer was most successful).</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>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).</li> </ul>
Using sources as evidence	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>talk about some of the things they have observed</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>select information independently from several different types of source including written, visual and oral sources and artefacts to find out about the past 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).</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>recognise possible uses of a range of sources for answering historical enquiries, starting to understand how the past is constructed.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries, understanding how the past is constructed. (e.g. select evidence that supports their judgements of how the war affected the local area).</li> </ul>