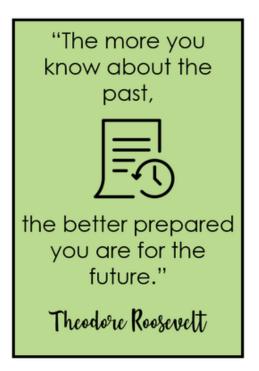
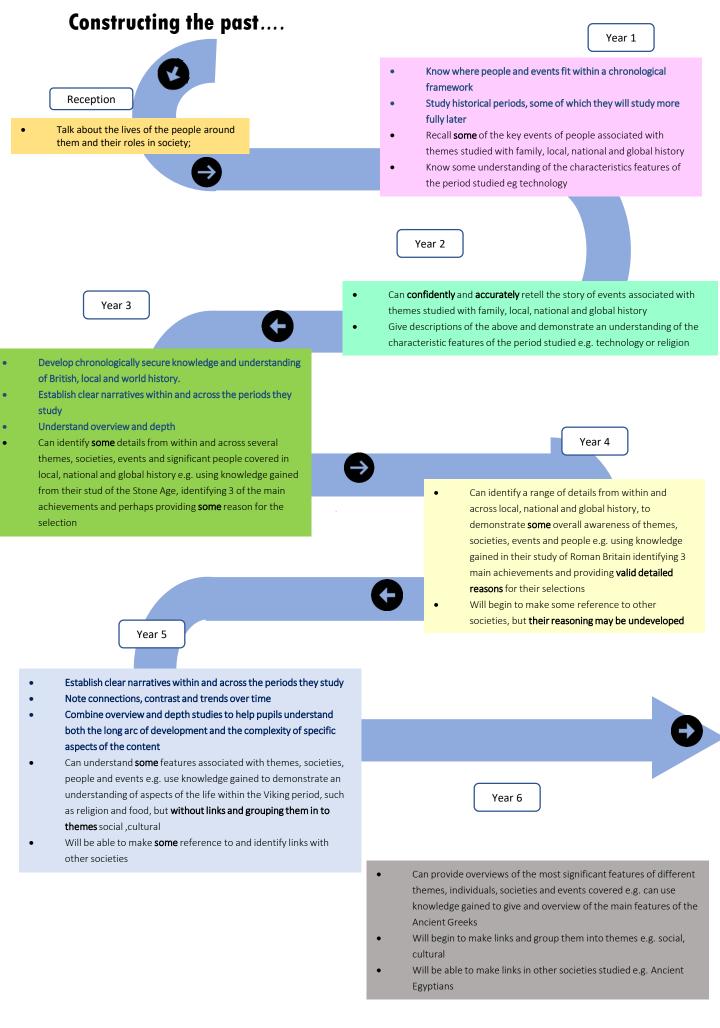
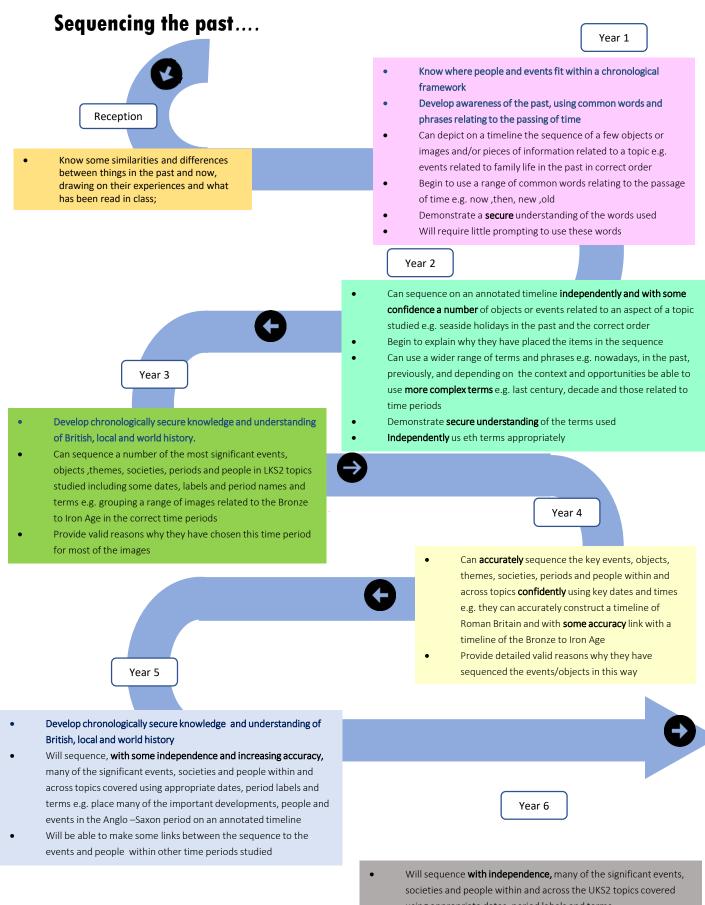


History Progression Pathways

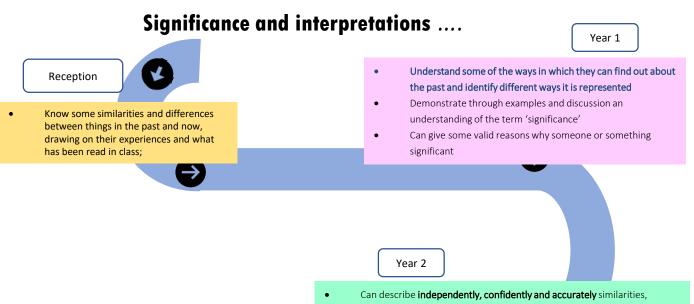








using appropriate dates, period labels and terms Can **accurately** identify links between this sequence and the events of other periods studied



Year 3

- Address and devise historically valid questions about change, similarity and difference
- Note connections, contrasts and trends over time
- Can make valid statements about the main similarities, difference and changes occurring within topics e.g. the pupil can describe a range of key changes between Old and New Stone Ages
- Can see links between changes and begin to identify type of change
- Will demonstrate an awareness of the significance of change and its impact



- Address and devise historically valid questions about change, similarity and difference
- Note connections, contrasts and trends over time
- Can independently and confidently provide a comprehension list of the changes within the period studies
- Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic e.g. decide why one or more changes in the Anglo-Saxon periods is of particular importance
- Will identify a range of links between various changes
- Can provide insightful ideas about whether some things did not change very much with in a period and why this occurred

Can explain why certain changes and developments were of particular significance within topics and across time periods

Year 4

- Can provide a comprehensive list of the changes of Crime and Punishment within the period studied
- Will identify links between the changes

differences and changes both within and across time periods and topics

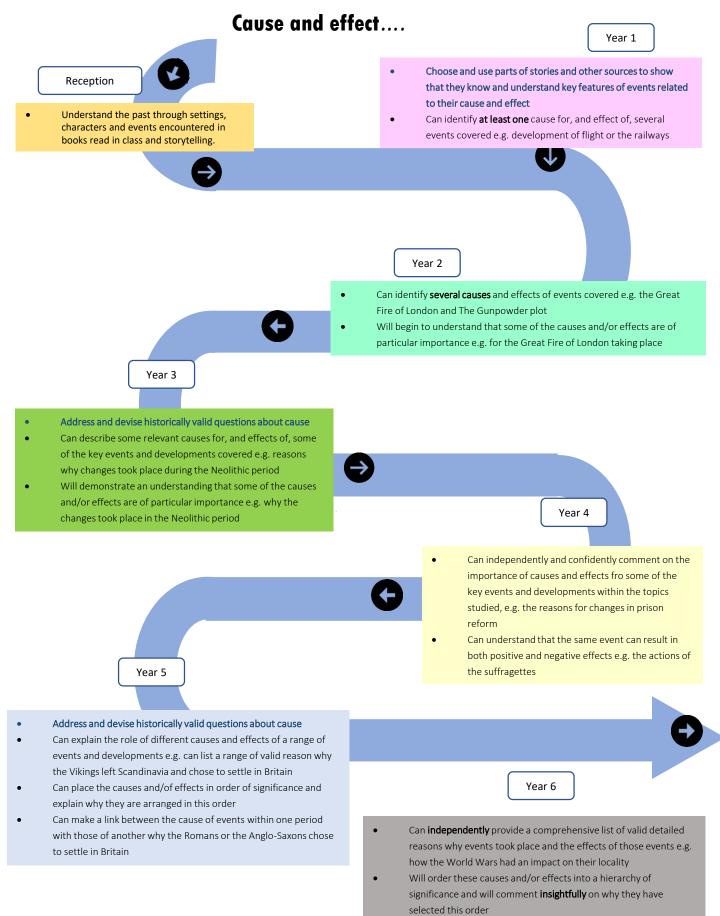
e.g. between holidays at different times in the past and today May begin to demonstrate an understanding of which are the **most**

important differences and why

- Will provide a clear rationale for why change could be considered to be more important than others
 - May provide insightful ideas as about whether some things did not change very much within a period and why

Year 6

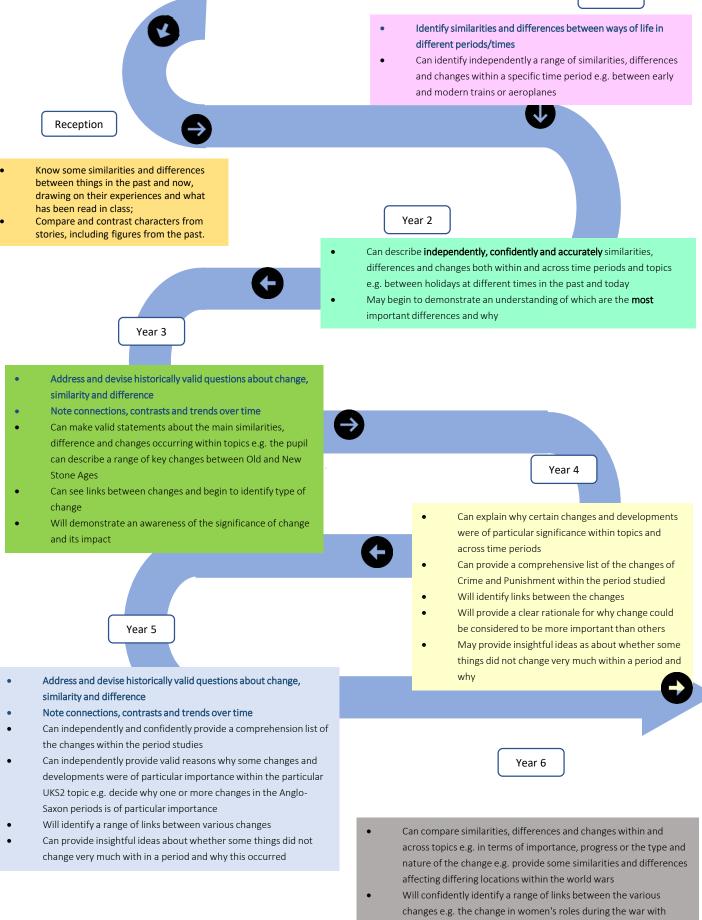
- Can compare similarities, differences and changes within and across topics e.g. in terms of importance, progress or the type and nature of the change e.g. provide some similarities and differences affecting differing locations within the world wars
- Will confidently identify a range of links between the various changes e.g. the change in women's roles during the war with changes of women's rights
- Will begin to understand and explain how some of the changes were exceptional or commonplace e.g. as part of the impact of the war on their locality



Will make a number of valid links between why certain events occurred in their period studied and events taking place in other periods or locations, or note how effects of events could be similar

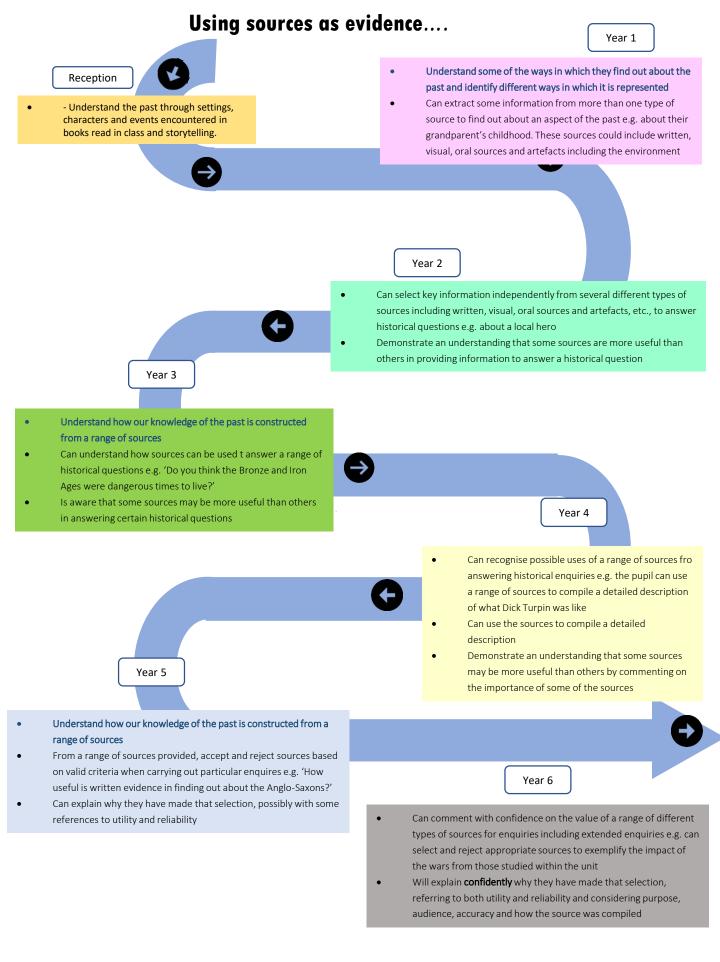
 May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term

Change and development/similarity and difference....



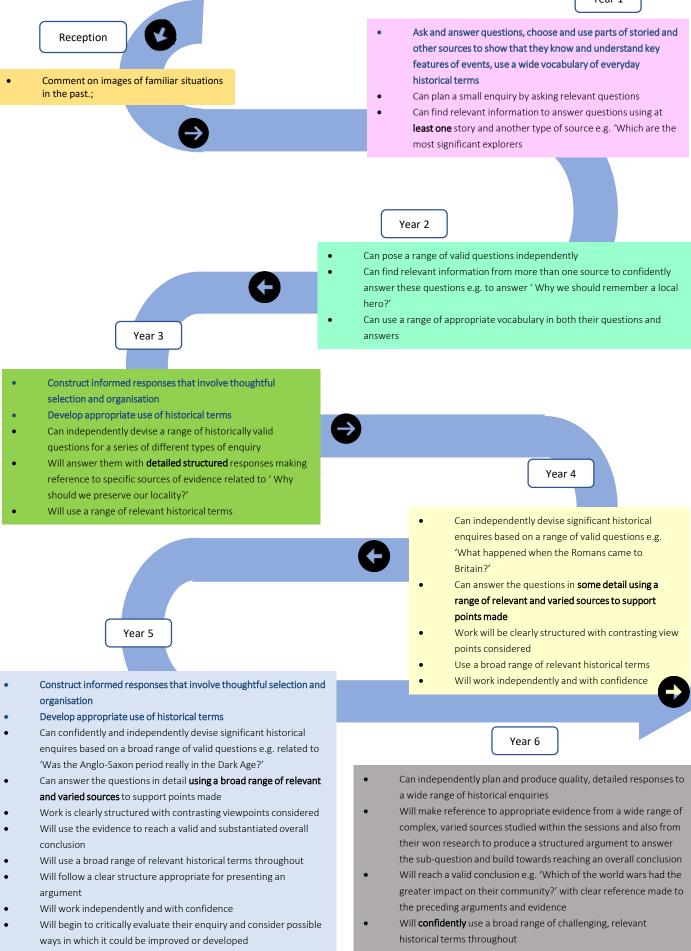
 Will begin to understand and explain how some of the changes were exceptional or commonplace e.g. as part of the impact of the war on their locality

changes of women's rights



Planning and carrying out a Historical enquiry....

Year 1



 Will critically evaluate their enquiry and consider ways in which it could be improved or developed