



History

Progression Pathways

"The more you
know about the
past,



the better prepared
you are for the
future."

Theodore Roosevelt

power to be

Constructing the past...

Year 1

Reception

- Talk about the lives of the people around them and their roles in society;

- Know where people and events fit within a chronological framework
- Study historical periods, some of which they will study more fully later
- Recall **some** of the key events of people associated with themes studied with family, local, national and global history
- Know some understanding of the characteristic features of the period studied eg technology

Year 2

- Can **confidently** and **accurately** retell the story of events associated with themes studied with family, local, national and global history
- Give descriptions of the above and demonstrate an understanding of the characteristic features of the period studied e.g. technology or religion

Year 3

- Develop chronologically secure knowledge and understanding of British, local and world history.
- Establish clear narratives within and across the periods they study
- Understand overview and depth
- Can identify **some** details from within and across several themes, societies, events and significant people covered in local, national and global history e.g. using knowledge gained from their study of the Stone Age, identifying 3 of the main achievements and perhaps providing **some** reason for the selection

Year 4

- Can identify a range of details from within and across local, national and global history, to demonstrate **some** overall awareness of themes, societies, events and people e.g. using knowledge gained in their study of Roman Britain identifying 3 main achievements and providing **valid detailed reasons** for their selections
- Will begin to make some reference to other societies, but **their reasoning may be undeveloped**

Year 5

- Establish clear narratives within and across the periods they study
- Note connections, contrast and trends over time
- Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content
- Can understand **some** features associated with themes, societies, people and events e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but **without links and grouping them in to themes** social, cultural
- Will be able to make **some** reference to and identify links with other societies

Year 6

- Can provide overviews of the most significant features of different themes, individuals, societies and events covered e.g. can use knowledge gained to give an overview of the main features of the Ancient Greeks
- Will begin to make links and group them into themes e.g. social, cultural
- Will be able to make links in other societies studied e.g. Ancient Egyptians

Sequencing the past....

Reception

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Year 1

- Know where people and events fit within a chronological framework
- Develop awareness of the past, using common words and phrases relating to the passing of time
- Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic e.g. events related to family life in the past in correct order
- Begin to use a range of common words relating to the passage of time e.g. now ,then, new ,old
- Demonstrate a **secure** understanding of the words used
- Will require little prompting to use these words

Year 2

- Can sequence on an annotated timeline **independently and with some confidence a number** of objects or events related to an aspect of a topic studied e.g. seaside holidays in the past and the correct order
- Begin to explain why they have placed the items in the sequence
- Can use a wider range of terms and phrases e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use **more complex terms** e.g. last century, decade and those related to time periods
- Demonstrate **secure understanding** of the terms used
- **Independently** use the terms appropriately

Year 3

- **Develop chronologically secure knowledge and understanding of British, local and world history.**
- Can sequence a number of the most significant events, objects ,themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms e.g. grouping a range of images related to the Bronze to Iron Age in the correct time periods
- Provide valid reasons why they have chosen this time period for most of the images

Year 4

- Can **accurately** sequence the key events, objects, themes, societies, periods and people within and across topics **confidently** using key dates and times e.g. they can accurately construct a timeline of Roman Britain and with **some accuracy** link with a timeline of the Bronze to Iron Age
- Provide detailed valid reasons why they have sequenced the events/objects in this way

Year 5

- **Develop chronologically secure knowledge and understanding of British, local and world history**
- Will sequence, **with some independence and increasing accuracy**, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms e.g. place many of the important developments, people and events in the Anglo –Saxon period on an annotated timeline
- Will be able to make some links between the sequence to the events and people within other time periods studied

Year 6

- Will sequence **with independence**, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms
- Can **accurately** identify links between this sequence and the events of other periods studied

Significance and interpretations ...

Year 1

Reception

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

- Understand some of the ways in which they can find out about the past and identify different ways it is represented
- Demonstrate through examples and discussion an understanding of the term 'significance'
- Can give some valid reasons why someone or something significant

Year 2

- Can describe **independently, confidently and accurately** similarities, 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

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

Year 4

- Can explain why certain changes and developments were of particular significance within topics and across time periods
- Can provide a comprehensive list of the changes of Crime and Punishment within the period studied
- Will identify links between the changes
- 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 5

- 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

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

Cause and effect...

Year 1

Reception

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

- Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect
- Can identify **at least one** cause for, and effect of, several events covered e.g. development of flight or the railways

Year 2

- Can identify **several causes** and effects of events covered e.g. the Great Fire of London and The Gunpowder plot
- Will begin to understand that some of the causes and/or effects are of particular importance e.g. for the Great Fire of London taking place

Year 3

- **Address and devise historically valid questions about cause**
- Can describe some relevant causes for, and effects of, some of the key events and developments covered e.g. reasons why changes took place during the Neolithic period
- Will demonstrate an understanding that some of the causes and/or effects are of particular importance e.g. why the changes took place in the Neolithic period

Year 4

- Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for changes in prison reform
- Can understand that the same event can result in both positive and negative effects e.g. the actions of the suffragettes

Year 5

- **Address and devise historically valid questions about cause**
- Can explain the role of different causes and effects of a range of events and developments e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain
- Can place the causes and/or effects in order of significance and explain why they are arranged in this order
- Can make a link between the cause of events within one period with those of another why the Romans or the Anglo-Saxons chose to settle in Britain

Year 6

- Can **independently** provide a comprehensive list of valid detailed reasons why events took place and the effects of those events e.g. how the World Wars had an impact on their locality
- Will order these causes and/or effects into a hierarchy of significance and will comment **insightfully** on why they have selected this order
- 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...

Year 1

- Identify similarities and differences between ways of life in different periods/times
- Can identify independently a range of similarities, differences and changes within a specific time period e.g. between early and modern trains or aeroplanes

Reception

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Compare and contrast characters from stories, including figures from the past.

Year 2

- Can describe **independently, confidently and accurately** similarities, 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

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

Year 4

- Can explain why certain changes and developments were of particular significance within topics and across time periods
- Can provide a comprehensive list of the changes of Crime and Punishment within the period studied
- Will identify links between the changes
- 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 5

- 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

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

Using sources as evidence...

Year 1

Reception

- - Understand the past through settings, characters and events encountered in books read in class and storytelling.

- Understand some of the ways in which they find out about the past and identify different ways in which it is represented
- Can extract some information from more than one type of source to find out about an aspect of the past e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment

Year 2

- Can select key information independently from several different types of sources including written, visual, oral sources and artefacts, etc., to answer historical questions e.g. about a local hero
- Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question

Year 3

- Understand how our knowledge of the past is constructed from a range of sources
- Can understand how sources can be used to answer a range of historical questions e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?'
- Is aware that some sources may be more useful than others in answering certain historical questions

Year 4

- Can recognise possible uses of a range of sources for answering historical enquiries e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like
- Can use the sources to compile a detailed description
- Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources

Year 5

- Understand how our knowledge of the past is constructed from a range of sources
- From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?'
- Can explain why they have made that selection, possibly with some references to utility and reliability

Year 6

- Can comment with confidence on the value of a range of different types of sources for enquiries including extended enquiries e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit
- Will explain **confidently** why they have made that selection, referring to both utility and reliability and considering purpose, audience, accuracy and how the source was compiled

Planning and carrying out a Historical enquiry...

Year 1

Reception

- Comment on images of familiar situations in the past.;

- Ask and answer questions, choose and use parts of storied and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms
- Can plan a small enquiry by asking relevant questions
- Can find relevant information to answer questions using at **least one** story and another type of source e.g. 'Which are the most significant explorers

Year 2

- Can pose a range of valid questions independently
- Can find relevant information from more than one source to confidently answer these questions e.g. to answer 'Why we should remember a local hero?'
- Can use a range of appropriate vocabulary in both their questions and answers

Year 3

- Construct informed responses that involve thoughtful selection and organisation
- Develop appropriate use of historical terms
- Can independently devise a range of historically valid questions for a series of different types of enquiry
- Will answer them with **detailed structured** responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'
- Will use a range of relevant historical terms

Year 4

- Can independently devise significant historical enquires based on a range of valid questions e.g. 'What happened when the Romans came to Britain?'
- Can answer the questions in **some detail using a range of relevant and varied sources to support points made**
- Work will be clearly structured with contrasting view points considered
- Use a broad range of relevant historical terms
- Will work independently and with confidence

Year 5

- Construct informed responses that involve thoughtful selection and organisation
- Develop appropriate use of historical terms
- Can confidently and independently devise significant historical enquires based on a broad range of valid questions e.g. related to 'Was the Anglo-Saxon period really in the Dark Age?'
- Can answer the questions in detail **using a broad range of relevant and varied sources** to support points made
- Work is clearly structured with contrasting viewpoints considered
- Will use the evidence to reach a valid and substantiated overall conclusion
- Will use a broad range of relevant historical terms throughout
- Will follow a clear structure appropriate for presenting an argument
- Will work independently and with confidence
- Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed

Year 6

- Can independently plan and produce quality, detailed responses to a wide range of historical enquiries
- Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their won research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion
- Will reach a valid conclusion e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence
- Will **confidently** use a broad range of challenging, relevant historical terms throughout
- Will critically evaluate their enquiry and consider ways in which it could be improved or developed