

Progress in History – Year 1

| | | By the end of Year 1 | Step 1 | Step 2 | Step 3 |
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| De mo nst rati ng Sub sta ntiv e Un der sta ndi ng | Knowledge & Understanding | Pupils can identify and recount some details about the past from the stories they have heard and the pictures they have seen. | Curiosity about people and events, describing stories, settings and characters, talking about past and present events in their own/others' lives. | Recognises that historical stories give details about people and/or events that happened before they were born and shows interest in them as a result. | Identifies and recounts specific historical details relating to pictures and stories about the past. |
| | Enquiry using sources as evidence | Pupils can find answers to simple questions about the past, making use of role-play, drama, eye-witness accounts (e.g. grandparents stories), and other appropriate sources. | Observes and explores, selects appropriate tools/resources for activities and to complete tasks (including books and computers for information). | Widening appreciation of different sources of evidence which can be used to find evidence with guidance. | Increasingly independent use of various sources of evidence to find answers to simple questions about the past. |
| | Communication & Language | Pupils can express their understanding of the past through role-play, talk, drawing and simple written responses. | Responds verbally to 'how' and 'why' questions, writes simple, contextual sentences and talks about past events in their own/others' lives. | Communication, through both writing and talk, shows appreciation of people and events from before they were born. | Uses varied methods of communication to relay understanding of specific details of historic people and events learnt about. |
| Dev elo pin g Sec ond Or der Co nce pts | Chronology | Pupils can accurately use simple words and phrases relating to time (e.g. old/new, now/then, today/yesterday) and can sequence events from own life in time order. | Sequencing: Sequences and orders familiar objects and events. Chronological Conventions: Uses everyday language relating to time and can talk about past/present events in own/others' lives. | Sequencing: Sequences a range of familiar events accurately in time order. Chronological Conventions: Mostly accurate use of simple words and phrases relating to time. | Sequencing: Able to recount, sequence and justify events and changes from their own life. Chronological Conventions: Accurately uses simple words and phrases relating to time. |
| | Continuity & Change | Pupils should be able to recognise explicit changes between their own lives and the lives of people from the past. | Has awareness of the concept of change over time through investigation and exploration. | Recognises some of the changes that have occurred during their own lifetime. | Recognises obvious changes between their own life and the past. |
| | Similarity & Difference | Pupils are able to make observations regarding similarity and difference within a wider modern context (e.g. cultural beliefs, community traditions) and be beginning to apply this understanding to past societies. | Identifies similarity and difference between familiar individuals, objects or contexts. | Identifies similarity and differences within modern contexts wider than those relating to self. | Beginning to recognise that similarities and differences within modern times may also be able to be applied to the past. |
| | Cause & Effect | Pupils can question and provide explanations of why things happen within an unfamiliar story. | Questions and provide explanations of why things happen within a familiar daily context. | Considers simple cause and effect within the context of an abstract modern story. | Considers simple cause and effect within the context of a historical story. |
| | Significance | Pupils can provide examples of significant modern individuals and what makes them important. | Recognises, describes and talks about special times or events for family or friends. | Identifies significant modern individuals within society or from a modern story. | Explains what makes a modern individual important. |

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| | Interpretation | Pupils can recognise that different people see things in different ways | Interprets and explains the marks they make/encounter and recognises that children don't always enjoy the same things. | Recognises that two people can have different views on the same thing. | Can describe different representations of a modern day person or event. |
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Progress in History – Year 2

| | | By the end of Year 2 | Step 2 | Step 3 | Step 4 |
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| De mo nst rati ng Sub sta ntiv e Un der sta ndi ng | Knowledge & Understanding | Pupils are showing increasing awareness of the past, including demonstrating knowledge of where people, inventions and events fit within a specific chronological framework. | Recognises that historical stories give details about people and/or events that happened before they were born and shows interest in them as a result. | Identifies and recounts specific historical details relating to pictures and stories about the past. | Knows specific details about an historical event or period and the narrative of how the story develops. |
| | Enquiry using sources as evidence | Pupils are able to ask questions about the historical sources they encounter and are able to choose and use parts of stories (and other sources) to demonstrate understanding. | Widening appreciation of different sources of evidence which can be used to find evidence with guidance. | Increasingly independent use of various sources of evidence to find answers to simple questions about the past. | Asks simple questions relating to the information provided by sources resulting in evidence selection becoming increasingly specific. |
| | Communication & Language | Pupils are able to write and tell simple but historically accurate stories about the past and produce labelled diagrams reflecting their understanding of history. | Communication, through both writing and talk, shows appreciation of people and events from before they were born. | Uses varied methods of communication to relay understanding of specific details of historic people and events learnt about. | Increasing levels of historical accuracy and detail being demonstrated within stories and accounts of the past. |
| Dev elo pin g Sec ond Or der Co nce pts | Chronology | Pupils are able to make appropriate use of time-related words deriving from their historical topic (e.g. before/after) and be to sequence and give reasons for the sequence of historic events | Sequencing: Sequences a range of familiar events accurately in time order. Chronological Conventions: Mostly accurate use of simple words and phrases relating to time. | Sequencing: Able to recount, sequence and justify events and changes from their own life. Chronological Conventions: Accurately uses simple words and phrases relating to time. | Sequencing: Sequences and justifies up to 3 historical events from period studied accurately in time order. Chronological Conventions: Appropriately uses time related words relating to the historical period studied. |
| | Continuity & Change | Pupils should be able to describe changes that have occurred between wider modern life and the past. | Recognises some of the changes that have occurred during their own lifetime. | Recognises obvious changes between their own life and the past. | Recognises and describes societal changes between the past and present. |
| | Similarity & Difference | Pupils should be able to make simple observations about the similarities and differences between people, events and beliefs within a historical period. | Identifies similarity and differences within modern contexts wider than those relating to self. | Beginning to recognise that similarities and differences within modern times may also be able to be applied to the past. | Makes simple observations about similarity and difference within a specific historical period. |

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| | Cause & Effect | Pupils should be able to recognise what has happened, why it happened and what the impact was in within the context of a story about the past. | Considers simple cause and effect within the context of an abstract modern story. | Considers simple cause and effect within the context of a historical story. | Uses specific knowledge of the past to consider simple examples of before and after when reflecting upon impact within the context of a historical story. |
| | Significance | Pupils should be able to talk about who or what was important within a historical period. | Identifies significant modern individuals within society or from a modern story. | Explains what makes a modern individual important. | Identifies important parts or characters within an historical story and can offer some reasons for their significance. |
| | Interpretation | Pupils should be able to recognise that there are different representations of the past. | Recognises that two people can have different views on the same thing. | Can describe different representations of a modern day person or event. | Applies understanding of differing modern day views within a simple historical context. |