

Progress in History – Year 3

		By the end of Year 3	Step 1	Step 2	Step 3
De mo nst rati ng Sub sta ntiv e Un der sta ndi ng	Knowledge & Understanding	Pupils are able to provide specific details of the events, people, problems and/or developments associated with the historical periods studied.	Commenting on the features, events, people and/or themes of the past.	Describing some of the features, events, people and/or themes of the past.	Using some specific details when describing the features, events, people and/or themes of the past in both talk and writing.
	Enquiry using sources as evidence	Pupils are able to use sources in ways which go beyond simple observations to ask and answer questions about the past in order to build a picture of a period, person or event.	Picking out information about the past from sources e.g. pictures, objects, stories	Beginning to ask questions about sources and using more than one source in written and verbal responses	Comparing different sources of evidence and identifying some similarities and/or differences
	Communication & Language	Pupils are able to communicate their knowledge and understanding in a variety of ways (e.g. writing, discussion, drama) and are beginning to make use of key words and phrases relating to the periods studied.	Showing ideas through talking, drawing, writing	Beginning to add detail and description to written and verbal working e.g. adding annotations to drawings	Presenting findings of historical study through a variety of means with accurate using of some key words and phrases related to the period of study
Dev elo pin & Sec ond Or der Co nce pts	Chronology	Pupils should be able to recognise that history can be divided into different periods of time, make appropriate use of chronological conventions (e.g. BC, AD, century, decade), be able to create timelines and sequence events or artefacts.	Sequencing: Sequence a few events or objects Chronological Conventions: Use a number of time relate terms e.g. now, then, old, new, yesterday, day, week, month, year, past, nowadays	Sequencing: Sequence a few events, objects or pieces of information on a timeline Chronological Conventions: Use some terms relating to historical periods e.g. century, decade	Sequencing: Place events, objects, themes, people from a specific topic on a timeline Chronological Conventions: Use a larger range of terms relating to historical periods e.g. millennium, BC(E), AD/CE
	Continuity & Change	Pupils should be able to recognise and understand that some aspects of life change and some aspects stay the same across periods of time.	Identifying some <i>differences</i> between modern life and the lives of people in the past	Identifying some <i>differences and similarities</i> between modern life and the lives of people in the past	Identifying some similarities and differences between aspects of life at different times in the past
	Similarity & Difference	Pupils should be able to recognise and understand that there are similarities and differences in the ways of life, beliefs and events affecting people within specific historical periods.	Identifying some <i>differences</i> in the ways of life of different people during the period of study	Identifying some <i>differences and similarities</i> in the ways of life of different people during the period of study	Describing some similarities and differences between the ways of life of the people, events & beliefs of the period of study (e.g. rich/poor)
	Cause & Effect	Pupils should be able to identify some reasons for why people acted in the way they did and/or some of the reasons why events occurred.	Comment on a few reasons why people acted in certain ways or why events happened	Comment on what happened as a result of peoples' actions or events	Identify some reasons why people acted in certain ways or why events happened

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	Significance	Pupils should be able to consider which people or events were historically important relative to each other.	Comment on how or why a person or event was historically important	Identify which people or events were historically important	Place people, events or problems in order of importance
	Interpretation	Pupils should be able to recognise that there are different representations of the past and begin to question these viewpoints.	Becoming familiar with, naming & talking about different representations of the past	Recognising that two representations of the past may give different information	Beginning to ask questions about the viewpoints provided by simple picture source

Progress in History – Year 4

		By the end of Year 4	Step 2	Step 3	Step 4
De mo nst rati ng Sub sta ntiv e Un der sta ndi ng	Knowledge & Understanding	Pupils are able to demonstrate deeper understanding of history by making some connections between the different periods studied.	Describing some of the features, events, people and/or themes of the past.	Using some specific details when describing the features, events, people and/or themes of the past in both talk and writing.	Detailed descriptions (both in talk and writing) include some connections between features of the different historical periods studied
	Enquiry using sources as evidence	Pupils are able to use sources in a more critical way by thinking about their utility and/or accuracy.	Beginning to ask questions about sources and using more than one source in written and verbal responses	Comparing different sources of evidence and identifying some similarities and/or differences	Commenting on whether a source is useful and/or accurate for learning about the past, considering fact & opinion
	Communication & Language	Pupils are able to express their thinking in increasingly organised ways, providing reasons and using historical terminology and dates.	Beginning to add detail and description to written and verbal working e.g. adding annotations to drawings	Presenting findings of historical study through a variety of means with accurate using of some key words and phrases related to the period of study	Written work is becoming increasingly organised, providing ideas and decisions supported by reasoning, historical terminology and dates
Dev elo pin g Sec ond Or der Co nce pts	Chronology	Pupils should be able to recognise that history can be divided into different periods of time, make appropriate use of dates and chronological conventions (e.g. BC, AD, century, decade) to reflect the passing of time and be able to create timelines and sequences using dates.	Sequencing: Sequence a few events, objects or pieces of information on a timeline Chronological Conventions: Use some terms relating to historical periods e.g. century, decade	Sequencing: Place events, objects, themes, people from a specific topic on a timeline Chronological Conventions: Use a larger range of terms relating to historical periods e.g. millennium, BC(E), AD/CE	Sequencing: Place events, objects, themes, people from a specific topic on a timeline accurately attributing some dates Chronological Conventions: Use dates and chronological conventions to reflect the passing of time
	Continuity & Change	Pupils should be able to describe some of the changes between historical periods.	Identifying some differences and similarities between modern life and the lives of people in the past	Identifying some similarities and differences between aspects of life at different times in the past	Describing some changes between periods of historical study
	Similarity & Difference	In addition to recognising similarity and difference in the ways of life, beliefs and events affecting people within specific historical periods, pupils should be able	Identifying some differences and similarities in the ways of life of different people during the period of study	Describing some similarities and differences between the ways of life of the people, events & beliefs of the period of study (e.g. rich/poor)	Describing and beginning to suggest reasons for some of the similarities and differences in the ways of life of the people, events & beliefs of the period of study

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		to suggest some reasons for such occurrences.			
	Cause & Effect	Pupils should be able to go beyond identification of actions to suggest the reasons for and impact of actions and events.	Comment on what happened as a result of people's actions or events	Identify some reasons why people acted in certain ways or why events happened	Suggest some reasons for and the results of people's actions and events
	Significance	Pupils should be able to suggest reasons for historical importance.	Identify which people or events were historically important	Place people, events or problems in order of importance	Suggest reasons for levels of historical importance
	Interpretation	Pupils should be able to recognise that some representations of the past may be more valid than others.	Recognising that two representations of the past may give different information	Beginning to ask questions about the viewpoints provided by simple picture source	Deeper questioning and thinking allows recognition that some viewpoints may be of greater value than others

Progress in History – Year 5

		By the end of Year 5	Step 3	Step 4	Step 5
De mo nst ra ti ng Sub sta ntiv e Un der sta ndi ng	Knowledge & Understanding	Pupils are able to demonstrate deeper understanding of history by starting to recognise the impact of people and events.	Using some specific details when describing the features, events, people and/or themes of the past in both talk and writing.	Detailed descriptions (both in talk and writing) include some connections between features of the different historical periods studied	Detailed descriptions (both in talk and writing) include some understanding of Impact (before & after) on local, national and/or international levels
	Enquiry using sources as evidence	Pupils are able to use sources in a more critical way by thinking about their utility, accuracy and reliability.	Comparing different sources of evidence and identifying some similarities and/or differences	Commenting on whether a source is useful and/or accurate for learning about the past, considering fact & opinion	Comparing sources of information to identify whether the evidence is reliable
	Communication & Language	Pupils are able to draw conclusions about the past reflecting their studies and understanding of the historical context.	Presenting findings of historical study through a variety of means with accurate using of some key words and phrases related to the period of study	Written work is becoming increasingly organised, providing ideas and decisions supported by reasoning, historical terminology and dates	Written work reaches conclusions substantiated by ideas and evidence and supported by accurate use of terminology and dates.
Dev elo pin g	Chronology	Pupils are beginning to organise their written work using a chronological framework (conventions and sequences) to reflect the passing of time.	Sequencing: Place events, objects, themes, people from a specific topic on a timeline Chronological Conventions: Use a larger range of terms relating to	Sequencing: Place events, objects, themes, people from a specific topic on a timeline accurately attributing some dates	Sequencing: Sequences are beginning to be used to effectively organise written work and timelines reflect accurate placement of 10 or more events

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Sec ond Or der Co nce pts			historical periods e.g. millennium, BC(E),AD/CE	Chronological Conventions: Use dates and chronological conventions to reflect the passing of time	Chronological Conventions: Historical periods and chronological terminology are used accurately to support writing
	Continuity & Change	Pupils should be able to suggest some reasons for the described changes between historical periods.	Identifying some similarities and differences between aspects of life at different times in the past	Describing some changes between periods of historical study	Describing and suggesting reasons for changes between periods of historical study
	Similarity & Difference	Pupils should be able to identify and describe similarity and difference when considering substantive historical concepts within or between contemporary regions, nations or cultures.	Describing some similarities and differences between the ways of life of the people, events & beliefs of the period of study (e.g. rich/poor)	Describing and beginning to suggest reasons for some of the similarities and differences in the ways of life of the people, events & beliefs of the period of study	Describing similarity and difference associated with specific substantive concepts (e.g. society, culture and religion)
	Cause & Effect	Pupils should be able to consider what went before and after when suggesting the impact of historical events or developments.	Identify some reasons why people acted in certain ways or why events happened	Suggest some reasons for and the results of people's actions and events	Suggest some reasons for and the results of historical events, situations and changes considering the before and after
	Significance	Pupils should be able to suggest reasons for how they order historical importance.	Place people, events or problems in order of importance	Suggest reasons for levels of historical importance	Suggest reasons for historical importance and ordering of importance
	Interpretation	Pupils should be able to reflect upon why there are different interpretations of the past.	Beginning to ask questions about the viewpoints provided by simple picture source	Deeper questioning and thinking allows recognition that some viewpoints may be of greater value than others	Considering reasons why there are different accounts and viewpoint of the past

Progress in History – Year 6

		By the end of Year 6	Step 4	Step 5	Step 6
De mo nst rati ng Sub sta ntiv e Un der sta	Knowledge & Understanding	Pupils are able to demonstrate contextual understanding of the period and consider such context when working with substantive subject matter and second order concepts.	Detailed descriptions (both in talk and writing) include some connections between features of the different historical periods studied	Detailed descriptions (both in talk and writing) include some understanding of impact (before & after) on local, national and/or international levels	Written and verbal responses are placed within the context of the period being studied.
	Enquiry using sources as evidence	Pupils are able to use sources in a more critical way by thinking about their utility, accuracy and reliability and suggesting some reasons for their judgements.	Commenting on whether a source is useful and/or accurate for learning about the past, considering fact & opinion	Comparing sources of information to identify whether the evidence is reliable	Providing some reasons for judgements of source utility, accuracy and reliability (based on source content and historical context rather than provenance)
	Communication & Language	Pupils are able to draw conclusions about the past reflecting their studies and understanding of the historical context.	Written work is becoming increasingly organised, providing ideas and decisions supported by reasoning, historical terminology and dates	Written work reaches conclusions substantiated by ideas and evidence and supported by accurate use of terminology and dates.	Work is appropriately structured to reflect chronological and substantive understanding of the subject mater

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Developing Second Order Concepts	Chronology	Pupils are able to create timelines to an accurate scale to represent the passing of time, and historical impact is effectively considered as a result of chronological understanding.	Sequencing: Place events, objects, themes, people from a specific topic on a timeline accurately attributing some dates Chronological Conventions: Use dates and chronological conventions to reflect the passing of time	Sequencing: Sequences are beginning to be used to effectively organise written work and timelines reflect accurate placement of 10 or more events Chronological Conventions: Historical periods and chronological terminology are used accurately to support writing	Sequencing: Timeline are developed to scale and chronological understanding allows for effective consideration of the impact of history Chronological Conventions: Historical periods can be used as reference points
	Continuity & Change	Pupils should be able to see that there are links between historical periods that could account for levels of change and continuity.	Describing some changes between periods of historical study	Describing and suggesting reasons for changes between periods of historical study	Identifying links between historical periods that could help explain change and continuity over time
	Similarity & Difference	Pupils should be able suggest reasons why there are similarities and differences when considering substantive historical concepts within or between contemporary regions, nations or cultures.	Describing and beginning to suggest reasons for some of the similarities and differences in the ways of life of the people, events & beliefs of the period of study	Describing similarity and difference associated with specific substantive concepts (e.g. society, culture and religion)	Suggesting reasons for the similarity and difference associated with specific substantive concepts (e.g. society, culture and religion)
	Cause & Effect	Pupils should be able to provide some explanation of their reasons relating to the impact of historical events or developments.	Suggest some reasons for and the results of people's actions and events	Suggest some reasons for and the results of historical events, situations and changes considering the before and after	Beginning to explain suggested reasons for the impact of historical events, situations and changes
	Significance	Pupils should be able to undertake simple comparison to determine and give reason for the most important person, event or change.	Suggest reasons for levels of historical importance	Suggest reasons for historical importance and ordering of importance	Suggesting logical reasons for the most important, with some level of comparison
	Interpretation	Pupils should be able to reflect upon why there are different interpretations of the past and the impact of time, author & place.	Deeper questioning and thinking allows recognition that some viewpoints may be of greater value than others	Considering reasons why there are different accounts and viewpoint of the past	Beginning to consider how time, author and place (TAP) could affect viewpoint