

Progression Framework: History - Chronological Understanding (Knowledge)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.		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.		Establish clear narratives within and across the periods they study. Note connections, contrasts 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.	
The child can briefly describe features of particular themes, events and people from family, local, national	The child can briefly describe features of particular themes, events and people from local, national and global history	The child can identify details from national and global history to demonstrate some overall awareness of themes, societies, events and people from The Stone Age and Ancient Egyptians, and their achievements	The child can identify details from national and global history to demonstrate some overall awareness of themes, societies, events and people in Roman times:	The child can provide overviews of the most significant features of different themes, individuals, societies and events covered in the study of Viking and Anglo-Saxon struggle for the Kingdom of England.	The child can provide overviews of the most significant features of different themes, individuals, societies and events covered.

Progression Framework: History - Sequencing the Past (Chronological Understanding Skills)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know where people and events fit within a chronological framework.		Develop chronologically secure knowledge and understanding of British, local and world history.		Develop chronologically secure knowledge and understanding of British, local and world history.	
The child can independently sequence at least three objects or events related to particular themes, events and societies.	The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, periods and people giving a reasonable explanation for their choice	<ul style="list-style-type: none"> The child can use a timeline within a specific time in history to set out events as they may have happened and to describe what special events took place in Ancient Egypt and The Stone Age. The child can describe events and periods using the words: BC and AD, decade, ancient, century. 	<ul style="list-style-type: none"> The child can place the history of Roman Britain on a timeline showing periods of time The child can plot recent history on a timeline using centuries The child can use mathematical skills to round time differences into centuries and decades 	<ul style="list-style-type: none"> The child can, after selecting from a range of material, sequence, with independence, the main Anglo Saxon, Viking and Ancient Greek developments, people and events. The child can use dates and historical language in investigative work The child can use mathematical skills to work out the exact time scales and differences between periods in history 	<ul style="list-style-type: none"> The child can sequence, with independence, the key events, objects, themes, societies and people of the main Mayan, The Victorians and 1500s periods using dates, period labels and terms. The child understands that some ancient civilisations showed greater achievements than the people that lived centuries before them

Progression Framework: History - Sequencing the Past (Chronological Understanding Skills)

Develop awareness of the past, using common words and phrases relating to the passing of time.					
The child can understand securely and use a wider range of time terms relating to the passing of time. E.g. Use words and phrases including: 'in the past' and 'in the present', old, new, a long time ago, before, after.	The child can understand securely and use a wider range of time terms relating to the passing of time. E.g. Use words and phrases including: 'nowadays' and 'previously', and use words such as 'in the past' and 'in the present', old, new, a long time ago, before, after accurately in historical context				

Progression Framework: History - Change and development (Knowledge)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify similarities and differences between ways of life in different periods. Study changes within living memory.		Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time		Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	
<p>The child can identify, independently, a range of similarities, differences and changes within a living memory</p>	<p>The child can identify independently a range of similarities, differences and changes within a specific time period.</p>	<ul style="list-style-type: none"> The child can categorise the similarities, differences and changes between the lives of people today and those in different periods of the Stone Age The child will appreciate that the Early Britons would not have communicated or eaten as we do. The child will begin to picture what life would have been like for the early settlers The child can categorise the similarities, differences and changes to compare life in Ancient Egypt and today 	<ul style="list-style-type: none"> The child can categorise the similarities, differences and changes between Roman and Modern Britain, explaining how events in Roman Britain have helped shape our lives today The child will understand that invaders in the past fought fiercely and that wars started for specific reasons and would last for a very long time. 	<ul style="list-style-type: none"> The child can describe and compare the similarities, differences and changes within and across The Romans (recapping from Y4), Anglo-Saxons and Vikings, recognising that Britain has been invaded by several different groups over time. The child has a good understanding of how crime and punishment has changed over the years Chn to explore how crime and punishment changed when the Romans left Britain, and how the Anglo-Saxons and Vikings dealt with criminals, including wergild and tithingmen, as well as trial by ordeal. Chn to critically examine some cases of Anglo-Saxon crime and punishments and reading accounts of crimes before deciding if the defendant is guilty or innocent, then choosing an appropriate punishment. Chn to read the story about Britain's most famous outlaw, Robin Hood. 	<p>The child can compare similarities, differences and changes between, across and within the lives of people in Victoria and Tudor Periods and modern day. e.g. in terms of importance, progress or the type and nature of the change.</p> <ul style="list-style-type: none"> .

Progression Framework: History – Cause and Effect (Knowledge)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.		Address and devise historically valid questions about cause.		Address and devise historically valid questions about cause.	
<p>The child can identify a relevant cause for some of the main events studied in a significant event or life of a significant individual.</p> <p>The child will appreciate that some famous people have helped our lives to be better today</p>	<ul style="list-style-type: none"> The child can identify a few relevant causes and effects for some of the main events studied in a significant event or life of a significant individual. The child can explain why Britain has a special history by understanding and naming some famous events and some famous people The child can explain what is meant by Parliament 	<ul style="list-style-type: none"> The child can suggest reasons why certain events happened in the Stone Age and Ancient Egypt. The child can suggest reasons why people acted the way they did during key events and developments in the Stone Age and Ancient Egypt To recognise that the lives of wealthy people were very different from the lives of poor people The child understands the abstract term 'peasantry' 	<ul style="list-style-type: none"> The child can make statements to explain why the Romans would have thought that Britain was an important country to have invaded and conquered. The child can comment on the importance of causes and effects for some of the key events and developments in Roman Britain. The child understands the abstract term 'empire' 	<ul style="list-style-type: none"> The child understands the reasons for invasion and settlement (in Britain). The child can explain the role and significance of different causes and effects of a range of events and developments in Britain and Ancient Greece. The child can deploy a historically grounded understanding of 'civilisation' 	<ul style="list-style-type: none"> The child can explain the role and significance of different causes and effects of a range of events and developments in The child can deploy a historically grounded understanding of 'parliament' and understands how UK government has changed through time including during the Tudor and Stuart periods.

Progression Framework: History – Significance and interpretation (Knowledge)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand some of the ways in which they find out about the past and identify different ways in which it is represented.		Address and devise historically valid questions about significance.		Address and devise historically valid questions about significance.	
The child can identify a range of significant aspects of a society, period or person and offer some comments on why they have selected these aspects.	The child can identify a range of significant aspects of a theme, period or person and offer some comments on why they have selected these aspects.	The child can explain how the introduction of bronze improved the lives for people, ended the stone age and started the bronze age.	The child can explain why some Roman achievements were significant, showing an understanding of the impact Romans had on our lives today.	The child can critically evaluate the significance the Ancient Greeks, The Anglo-Saxons and The Vikings on modern day society.	The child can critically evaluate the significance the Mayans, and influential people in history on modern day society.

Progression Framework: History Planning and Carrying out a Historical Enquiry

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.		Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.		Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	
<p>The child can plan questions to enquire about the past using historical terminology.</p> <p>The child can find out something about the past by talking to an older person</p>	<p>The child can plan questions and produce answers to their own and specific historical enquiries using historical terminology.</p> <p>The child can answer questions by using specific sources of information such as an information text</p>	The child can use their research and information gathering skills to construct informed responses to historically valid questions.	<p>The child can communicate their knowledge and understanding orally, and in writing, and offer points of view based upon what they have researched, shared and learned.</p> <p>The child can give more than one reason to support a historical argument.</p>	The child can develop their own conclusion to an independently planned and investigated enquiry	The child can produce a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.

Progression Framework: History Using Sources as Evidence – Historical Enquiry

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand some of the ways in which they find out about the past and identify different ways in which it is represented		Understand how our knowledge of the past is constructed from a range of sources.		Understand how our knowledge of the past is constructed from a range of sources	
The child can find the information they need, from different sources, to answer historical questions about events and people from the past.	<ul style="list-style-type: none"> The child can select information independently from several different types of source to answer historical questions about the key features of a significant event in the past The child can research the life of a famous Briton from the past using several different sources 	The child can carefully select information from more than one source (including: historical books and websites) to piece together information about a period in history (The Stone Age and Ancient Egypt)	The child can use a range of different sources to reconstruct aspects of life in Roman Britain. The child can carefully use information from books, websites and journals.	The child can explain how and why it is possible to have different interpretations of the same event or person.	The child can comment, with confidence, on the value of a range of different types of source for enquiries, including extended enquiries.

Breadth of Study – KS1:

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through a local history study, three British history studies, a European history study and a world history study.

Changes within living memory Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell	Significant historical events, people and places in their own locality
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Breadth of Study – KS2:

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through a local history study, three British history studies, a European history study and a world history study.

Local History Study	British History: In their study of British history, pupils should be taught about:								Ancient Civilizations	A European History Study	Non-European Study (World History)
	a) changes in Britain from the Stone Age to Iron Age b) how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement. c) Britain and the wider world in Tudor times; d) And either Victorian Britain or Britain since 1930 e) aspects of the histories of England, Ireland, Scotland and Wales, where appropriate, and about the history of Britain in its European and wider world context, in these periods.										
Local History: Pupils should be taught about an aspect of local history - A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.	Pre-Roman Britain: Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Roman Britain: Pupils should be taught about the Roman empire and its impact on Britain	Anglo-Saxons & Scots: Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons & Vikings: Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Extended chronological study: Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Britain and the wider world in Tudor times: A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.	Victorian Britain: A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.	Britain since 1930: A study of the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.	Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China	Ancient Greece: a study of Greek life and achievements and their influence on the western world	A non-European society that provides contrasts with British history: one study area chosen from early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300

