

History subject progression guide

	Key Chronological knowledge and understanding of historical periods Key objectives to be assessed ALL TERMS	Critical Thinking	Historical Enquiry and Interpretation Using sources
Year 1/2	Chronology Put events in or outside their own lives in order of when they happened and place on a timeline S: Can sort events in order of when they happened D: Can put events in order of when they happened using some chronological language and a timeline P: Demonstrates a wider understanding of chronology and periods of history	Makes simple comparisons between their own and others' lives in the past. S: Can talk about some ways their own life is the same or different to someone else's life in the past. D: Can make simple comparisons between their own and others' lives in the past. P: Can make detailed comparisons and give possible reasons for these similarities and differences. Term 1, A Term 2, A Term 2 B	Demonstrates curiosity about the past by asking questions S: Asks a question relevant to the historical period studied. D: Asks questions that enquire beyond the scope of the learning modelled P: Draws on different sources when generating their own questions. Term 1, A Term 2, A Term 2 B
	Comparison Compares the lives of different groups of people within a historical period S: Can make simple comparisons between the lives of others in the past. D: Can makes detailed comparisons between the lives of others in the past and recognises the impact this had on different groups. P: Compares within the historical period and makes links with life today.	Compares two versions of the same event in history and identifies differences between them S: Can recognise differences between two versions of the same event. D: Can describe why the versions might be different. P: Can suggest what the source might be like from another party's perspective, justifying their reasoning. Term 2, A Term 3, A	Discusses pictures and objects showing curiosity and distinguishing between old and new. S: Looks at pictures and objects showing curiosity and distinguishing between old and new. D: Discusses pictures and objects showing curiosity and distinguishing between old and new; explaining reasoning. P: Notices details and explains what that tells them about the period studied. Term 1, A Term 3, A Term 1 B
	Understanding impact Describes the importance of the person or event and their significance to Britain and / or the wider World S: Can describe what the person achieved or what happened in the event. D: Can describe the event / achievements in detail and communicate some understanding of impact. P: Puts the event or person within the wider historical context and understands the impact on life today		Use a variety of sources (eye witness accounts, internet, artefacts, photos, historical buildings) to find out about the past. S: Can find out information about the past by exploring different sources. D: Can draw out detailed information about the past using different sources. P: Draws on a range of evidence to justify their view Term 2, A Term 3, A Term 1 B Term 2 B

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Year 3/4	Chronology Place key events, people, dates studied on a timeline S: Can place key events, people and dates on a timeline in the correct order D: Can place key events, people and dates on a timeline, using appropriate vocabulary : BC, AD decades, centuries, millennia after, before, during P: Can accurately place additional historical periods, events and people to their timeline and demonstrates understanding of the length of time referred to when talking about decade, century, millennium	Describe the reasons behind events studied S: Knows some key reasons for significant events in history D: Explains in detail the reasons leading to a particular event P: Recognises the wider impact significant events had on the future Term 1, A Term 2, A Term 1 B	Asks questions about past specific people and periods using "why" and "how" in order to interpret what life was like. S: Can ask questions about past specific people and periods D: Can ask questions about past specific people and periods using "why" and "how" P: Asks chains of related questions in order to understand more fully an aspect of historical life Term 1, A Term 3, A Term 1 B
	Comparison Uses evidence to describe different aspects of life in a historical period and compare it with the present. S: Can describe different aspects of the past using evidence D: Can use evidence to describe different aspects of life in a historical period and compare it with the present P: Makes meaningful comparisons between aspects of life in different historical periods	Describes how some things they have studied in the past affect life today S: Can respond to questions related to cause and effect referring to evidence from a historical period D: Can describe how some things they have studied in the past affect life today. P: Makes links between their learning and life today. Term 1, A Term 2, A Term 3, A Term 2 B	Suggests and uses various sources of evidence in order to form their own interpretation of a historical event. S: Can use sources of evidence to form their own idea. D: Can suggest several interpretations of a historical event based on different sources. P: Can justify their own interpretation drawing on evidence from a range of sources Term 2, A Term 1 B Term 2 B
	Understanding impact Describe the reasons behind events studied S: Knows some key reasons for significant events in history D: Explains in detail the reasons leading to a particular event		Uses evidence they have collected in order to answer questions and gives reasons why there may be different accounts of the same event S: Recognises the difference between fact and opinion

	P: Recognises the wider impact significant events had on the future		D: Can gives reasons why there may be different accounts of the same event taking into account the differences between fact and opinion. P: Understands some reasons why one view may be more widely represented in sources than another Term 3, A Term 2 B
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Year 5/6	Chronology Can place all historical periods and events studied on a BC/AD timeline S: Can draw a timeline accurately labelling some of the historical periods studied. D: Can draw a timeline independently and accurately labelling all of the historical periods studied with their dates. P: Is able to produce a detailed timeline showing a range of concurrent periods and events.	Compares and contrasts beliefs and values from previous historical times with the present. S: Can state some similarities and differences in the beliefs and values from previous historical times with the present. D: Can compares and contrasts beliefs and values from previous historical times with the present. P: Can show an understanding that individuals had different beliefs and values within any specific time period. Term 2, A Term 3, A Term 1 B Term 2 B	Uses a variety of sources in order to justify a theory about the past S: Can collect some evidence about the past using a source and draw a conclusion D: Collect evidence about the past using a variety of sources and use them to justify a theory P: Can collect evidence about the past using a variety of sources and using them to draw a range of different possible conclusions. Term 1, A, Term 2, A Term 2 B
	Comparison Makes connections and comparisons about the life of different groups within and across the historical periods studied. S: Makes comparisons between the life of different groups within a historical period. D: Makes comparisons and connections between the lives of different groups within and across periods studied. P: Uses knowledge of life for different groups within and across periods studied to infer and ask questions about life in new periods.	Make comparisons between different parts of the world within the same historical period. S: Can make simple comparisons between different parts of the world within the same historical period. D: Can make comparisons between different parts of the world within the same historical period. P: Knows and is able to place concurrent historical periods from around the world on a timeline, making comparisons between life in those places at the time Term 1, A Term 1 B	Uses sources, considering their reliability, to answer questions, realising that there is not always a single answer. S: Can explain that a source may not always be reliable. D: Can explain the value of one source in comparison to another. P: Can explain the value of a variety of sources realising that there can be multiple interpretations. Term 3, A Term 1 B
	Understanding impact Understands cause and effect within and across historical periods. S: Can explain how a historical event has had an influence on some future events. D: Can explain how historical events have influenced subsequent events and periods, and life today. P: Can explain in detail how historical events have influenced the future using specific evidence to support their opinions.	Explain that people including themselves have a point of view and that this can affect interpretation of the past. S: Can explain their own views about a historical event / person / period D: Can explain how their own views of history are influenced by their life experience P: Can recognise and explain how their own point of view can create Term 3, A Term 2 B	
Enhanced	Researches and places cultural movements linked to technology, religion, society, art, music and architecture from around the world on a timeline.	Investigates the impact of one civilisation in the past on another.	Carries out own historical enquiry considering the reliability of their own findings.

