

*PHistory framework progression at West Ashton*

	Expectations within the Foundation Stage Nursery  Reception						Skills Linked to KS1 Curriculum
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History links and guidance	Able to say who they are and who they live with. .	Can talk about any pets they might have..	Can briefly talk about some members of their family.	Can talk about past and upcoming events with their immediate family.	Can talk about members of immediate family in more detail.	Can discuss similarities and differences between people in their families.	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time. Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.
	Show an interest in different occupations (nurse, doctor, police officer, fire officer etc.)		Talks about a wider range of occupations (plumber, shop keeper, dentist etc.)	Is able to discuss different occupations of family members.	Can identify emergency situations and knows who to call.	Can identify similarities and differences between jobs.	
	Sequences family members by size and name (baby, child, adult).		Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members, explaining who they are and the key differences between what they can/can't do.		
	Comments on fictional characters in stories..		Shares likes and dislikes with regard to what the hear and see.	Shares some similarities between characters, figures or objects.	Compare and contrast characters from stories, sharing similarities and differences.		
	Comments on historical figures or objects in non-fiction texts				Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.		

Historical knowledge				
		Y1/2	Y3/4	Y5/6
Constructing the past	Progression statement	H.1.1.1. Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.	H.2.1.1. 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.	H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history.
	Working towards expectations	H.1.1.2. Can identify relevant features of particular historical themes, events and people from family, local, national and global history	H.2.1.2. Can identify details from several themes, societies, events and significant people covered in local, national and global history	H.2.2.6. Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms
	Meeting expectations	H.1.1.3. The pupil can briefly describe features of particular themes, events and people from family, local, national and global history	H.2.2.3. Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms	H.2.2.7. Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms
	Exceeding expectation	H.1.1.4. The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions	H.2.2.4. Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms	H.2.2.8. Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately

Sequencing the past	Progression statement	H.1.2.1. Know where people and events fit within a chronological framework.	H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history.
	Working towards expectations	H.1.2.3.a. Can depict on a timeline the sequence of a few objects and/or pieces of information	H.2.2.2. Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms	H.2.2.6. Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms
	Meeting expectations	H.1.2.4.a. Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people	H.2.2.3. Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms	H.2.2.7. Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms
	Exceeding expectation	H.1.2.5.a. Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised	H.2.2.4. Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms	H.2.2.8. Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately
	Progression statement	H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passing of time.		
	Working towards expectations	H.1.2.3.b. Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.		

	Meeting expectations	H.1.2.4.b. Can understand securely and use a wider range of time terms		
	Exceeding expectation	H.1.2.5.b. Can use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.		

Historical concepts				
		KSI	LKS2	UKS2
Change and development	Progression statement	H.1.3.1. Identify similarities and differences between ways of life in different periods. Study changes within living memory.	H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.5. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
	Working towards expectations	H.1.3.2. Can identify a few similarities, differences and changes occurring within a particular topic	H.2.3.2. Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics	H.2.3.6. Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics
	Meeting expectations	H.1.3.3. Can identify independently a range of similarities, differences and changes within a specific time period	H.2.3.3. Can make valid statements about the main similarities, differences and changes occurring within topics	H.2.3.7. Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change

	Exceeding expectation	H.1.3.4. Can describe independently and accurately similarities, differences and changes both within and across time periods and topics	H.2.3.4. Can explain why certain changes and developments were of particular significance within topics and across time periods	H.2.3.8. Can compare independently how typical similarities, differences and changes were
Cause & effect	Progression statement	H.1.4.1. 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.	H.2.4.1. Address and devise historically valid questions about cause.	H.2.4.5. Address and devise historically valid questions about cause.
	Working towards expectations	H.1.4.2. Can identify at least one relevant cause for, and effect of, several events covered	H.2.4.2. Can describe some relevant causes for, and effects on, some of the key events and developments covered.	H.2.4.6. Can place several valid causes and effects in an order of importance relating to events and developments
	Meeting expectations	H.1.4.3. Can identify a few relevant causes and effects for some of the main events covered	H.2.4.3. Can comment on the importance of causes and effects for some of the key events and developments within topics.	H.2.4.7. Can explain the role and significance of different causes and effects of a range of events and developments
	Exceeding expectation	H.1.4.4. Can comment on a few valid causes and effects relating to many of the events covered	H.2.4.4. Can explain with confidence the significance of particular causes and effects for many of the key events and developments.	H.2.4.8. Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects

Significance and interpretations	Progression statement	H.1.5.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	H.2.5.1. Address and devise historically valid questions about significance.	H.2.5.5. Address and devise historically valid questions about significance.
	Working towards expectations	H.1.5.2. Can consider one reason why an event or person might be significant	H.2.5.3.a. Can select what is most significant in a historical account	H.2.5.7.a. Can describe the significant issues in many of the topics covered
	Meeting expectations	H.1.5.3. Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects	H.2.5.4.a. Can explain why some aspects of historical accounts, themes or periods are significant	H.2.5.8.a. Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance
	Exceeding expectation	H.1.5.4. Can provide some valid reasons for selecting an event, development or person as significant	H.2.5.5.a. Can explain independently why a historical topic, event or person was distinctive or significant	H.2.5.9.a. Can compare the significance of events, development and people across topics and time periods H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources
	Progression statement		H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources	H.2.5.6. Understand how our knowledge of the past is constructed from a range of sources.
	Working towards expectations		H.2.5.3.b. The pupil can provide a reason why two accounts of the same event might differ	H.2.5.7.b. Can identify different interpretations for events, developments and people covered



				<i>in a range of Upper Key Stage 2 topics</i>
	<i>Meeting expectations</i>		<i>H.2.5.4.b. The pupil can comment on a range of possible reasons for differences in a number of accounts</i>	<i>H.2.5.8.b. Can explain how and why it is possible to have different interpretations of the same event or person</i>
	<i>Exceeding expectation</i>		<i>H.2.5.5.b. The pupil can explain historical situations, events, developments and individuals from more than one viewpoint</i>	<i>H.2.5.9.b. Can understand and explain the nature and reasons for different interpretations in a range of topics</i>
<i>Historical enquiry</i>				
		<i>KSI</i>	<i>LKS2</i>	<i>UKS2</i>
<i>Planning and carrying out a historical enquiry</i>	<i>Progression statement</i>	<i>H.1.6.1. 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.</i>	<i>H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</i>	<i>H.2.6.5. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</i>
	<i>Working towards expectations</i>	<i>H.1.6.2. Can ask and answer a few valid historical questions</i>	<i>H.2.6.2. Can ask valid questions for enquiries and answer using a number of sources.</i>	<i>H.2.6.6. Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry</i>
	<i>Meeting expectations</i>	<i>H.1.6.3. Can plan questions and produce answers to a few historical enquiries using historical terminology</i>	<i>H.2.6.3. Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</i>	<i>H.2.6.7. Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement</i>

	Exceeding expectation	H.1.6.4. Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently	H.2.6.4. Can independently devise significant historical enquiries to produce substantiated and focused responses.	H.2.6.8. Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses
Using sources as evidence	Progression statement	H.1.7.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources	H.2.7.5. Understand how our knowledge of the past is constructed from a range of sources.
	Working towards expectations	H.1.7.2. Can extract information from several different types of source including written, visual and oral sources and artefacts	H.2.7.2. Can understand how sources can be used to answer a range of historical questions.	H.2.7.6. Can accept and reject sources based on valid criteria when carrying out particular enquiries
	Meeting expectations	H.1.7.3. Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions	H.2.7.3. The pupil can recognise possible uses of a range of sources for answering historical enquiries.	H.2.7.7. Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries
	Exceeding expectation	H.1.7.4. Can critically evaluate the usefulness of sources and parts of sources to answer historical questions	H.2.7.4. The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.	H.2.7.8. Can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled