



The Wider Curriculum at St Alban's

History - Progression of skills

Overview across the key stages



Strand	EYFS	KS1	Lower KS2	Upper KS2
1. Historical Knowledge				
Constructing the past	Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.	<p>Know where people and events fit within a chronological framework.</p> <p>Study historical periods, some of which they will study more fully later.</p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand overview and depth.</p>	<p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
Sequencing the past	Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	<p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	Develop chronologically secure knowledge and understanding of British, local and world history	Develop chronologically secure knowledge and understanding of British, local and world history.
2. History Concepts				
Change and development	Children comment on images of familiar situations in the past. They know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another.	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Study changes within living memory.</p>	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.
Cause and effect	Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.	<p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p>	Address and devise historically valid questions about cause.	Address and devise historically valid questions about cause.
Significance and interpretations		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.
			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.
3. Historical Enquiry				
Planning and carrying out a historical enquiry	Children compare and contrast figures from stories, including figures from the past.	<p>Ask and answer questions.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p>	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p>
Using sources as evidence		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.

Assessment against the progression statements: KS1

KS1				
Strand	Progression statement	Working towards expectations	Meeting expectations	Exceeding expectations
1. Historical Knowledge				
Constructing the past	<p>Know where people and events fit within a chronological framework.</p> <p>Study historical periods, some of which they will study more fully later.</p>	Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the GFOL).	The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell key events of the GFOL).	The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the GFOL and draw conclusions about it).
Sequencing the past	Know where people and events fit within a chronological framework.	Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. y1 houses and homes show how appliances have changed).	Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. a range of pictures / artefacts relating to houses and homes)	Can give a valid explanation for their sequence of objects /events on timelines (e.g. independently select a range of objects/ information associated with houses and homes and customs over different time periods and explain the reason for their sequence).
	Develop awareness of the past, using common words and phrases relating to the passing of time.	Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.	Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously').	Can use and understand more complex time terms, such as BC/AD, and words and phrases relating to the passage of time eg. 'last century', '1950s', and 'decade'.
2. History Concepts				
Change and development	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between life in Victorian times and today).	Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences between life in Victorian times and today).	Can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in medicine over a century).
Cause and effect	Choose and use parts of stories/ other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national/ international achievements.	Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the GFOL).	Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes and effects of the GFOL).	Can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes and effects of the GFOL).
Significance and interpretations	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Can consider one reason why an event or person might be significant (e.g. explain why we remember FN / MS)	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 (e.g. give reasons why they have chosen particular aspects of the life FN / MS).	Can provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of nurses stating which one they think most deserves to be famous and justify their opinion).
3. Historical Enquiry				
Planning and carrying out a historical enquiry	<p>Ask and answer questions.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).	Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).	Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an aviator, locate information from two or more different sources and collate this to produce a relevant response).
Using sources as evidence	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a significant individual, such as from pictures, artefacts or a story).	Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a significant individual).	Can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a significant individual).

Assessment against the progression statements: lower KS2

Lower KS2				
Strand	Progression statement	WT	EXS	GD
1. Historical Knowledge				
Constructing the past	<p>Establish clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements of the Roman Empire).	Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Roman Empire and their achievements).	Can describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Ancient Roman period.
Sequencing the past	Develop chronologically secure knowledge and understanding of British, local and world history	Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).	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 (e.g. sequence many of the main features of the Bronze and Iron Ages).	Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages).
2. History Concepts				
Change and development	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p>	Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).	Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).	Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).
Cause and effect	Address and devise historically valid questions about cause.	Can describe some relevant causes for, and effects on, some of the key events and developments covered.	Can comment on the importance of causes and effects for some of the key events and developments within topics.	Can explain with confidence the significance of particular causes and effects for many of the key events and developments.
Significance and interpretations	Address and devise historically valid questions about significance.	Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain).	Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).	Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive).
	Understand how our knowledge of the past is constructed from a range of sources.	The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans).	The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).	The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).
3. Historical Enquiry				
Planning and carrying out a historical enquiry	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Can ask valid questions for enquiries and answer using a number of sources.	Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	Can independently devise significant historical enquiries to produce substantiated and focused responses.
Using sources as evidence	Understand how our knowledge of the past is constructed from a range of sources.	Can understand how sources can be used to answer a range of historical questions.	The pupil can recognise possible uses of a range of sources for answering historical enquiries.	The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.

Assessment against the progression statements: Upper KS2

Upper KS2				
Strand	Progression statement	WT	EXS	GD
1. Historical Knowledge				
Constructing the past	<p>Establish clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Benin life).	Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Benin society).	Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Benin civilisation).
Sequencing the past	Develop chronologically secure knowledge and understanding of British, local and world history.	Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).	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 (e.g. the main Ancient Greek developments, people and events).	Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels).
2. History Concepts				
Change and development	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p>	Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).	Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).	Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time).
Cause and effect	Address and devise historically valid questions about cause.	Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why Ancient Civilisations developed).	Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why written communication developed in Ancient Civilisations and how important this was in their success).	Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain different causes and effects for the success of Ancient Civilisations such as technological, economic, social and cultural reasons).
Significance and interpretations	Address and devise historically valid questions about significance.	Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).	Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).	Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice).
	Understand how our knowledge of the past is constructed from a range of sources.	The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the dissolution of the monasteries).	The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about the dissolution of the monasteries).	The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the dissolution of the monasteries).
3. Historical Enquiry				
Planning and carrying out a historical enquiry	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p>	Can ask valid questions for enquiries and answer using a number of sources.	Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	Can independently devise significant historical enquiries to produce substantiated and focused responses.
Using sources as evidence	Understand how our knowledge of the past is constructed from a range of sources.	Can understand how sources can be used to answer a range of historical questions.	The pupil can recognise possible uses of a range of sources for answering historical enquiries.	The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.

