



History Progression Document

This is intended to be a spiral curriculum. Pupils should be taught National Curriculum objectives but should be supported to catch up.

End Points (Threshold Concepts)		Milestones					
		KS 1		Lower KS 2		Upper KS 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past (This concept involves understanding that our understanding of the past comes from and interpretation of the available evidence)		<ul style="list-style-type: none"> • Use artefacts, pictures, stories, to find out about the past. • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past (KS1). • Observe or handle evidence to ask questions and find answers to questions about the past (KS1). • Ask questions such as: What was it like for people? What happened? How long ago?(KS1). • Identify some of the different ways the past has been 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest and use suitable sources of evidence for historical enquiries. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. • Address and sometimes devise historically valid questions (KS2). • Seek out and analyse a wide range of evidence in order to justify claims about the past (KS2). • Show an awareness of the concept of propaganda and demonstrate an understanding of the fact that historians must understand the social context of evidence studied.

			represented (KS1).				• Refine lines of enquiry as appropriate.
<p>Build an overview of world history (This concept involves an appreciation of the characteristic Features of the past and an understanding that life is different for sections of society)</p>		<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. 	<ul style="list-style-type: none"> • Describe historical events (KS1). • Describe significant people from the past. (KS1). • Compare aspects of life in different periods (KS1). • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Victorian era. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school (KS2). • Give a broad overview of life in Britain from medieval until the Victorian era (KS2). • Compare some of the times studied with those of the other areas of interest around the world (KS2). • Describe the social, ethnic, cultural or religious diversity of past society in world history (KS2). • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of

							men, women and children (KS2).
<p>Understand Chronology (This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in similar places)</p>		<ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line (KS1). • Label time lines with words or phrases such as: past, present, older and newer (KS1). • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) (KS2). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline (KS2). • Use dates and terms accurately in describing events (KS2).
<p>Communicate historically (This concept involves using historical vocabulary and</p>		<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary

<p>techniques to convey information about the past)</p>		<p>when my parents/carers were children, years to describe the passing of time.</p>	<p>when my parents/carers were children, years, decades and centuries to describe the passing of time (KS1).</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history (KS1). • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>• Use original ways to present and organise relevant historical information and ideas.</p>	<p>to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy (KS2). <p>• Use original ways to present and organise relevant historical information and ideas (KS2).</p>
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A good historian will have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. (KS3)

National Curriculum National Curriculum Expectations

Steps to National Curriculum

Above and beyond the national curriculum

Cultural Capital