Heighington CofE Primary History Curriculum – Skills Based Progression

Curriculum Content	Progression through EYFS		
	Early Learning Goal/**Exceeding Statement**	35-50 months	40-60 months
People and communities	Children talk about past and present events in their own lives and the lives of others. **Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.**	Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends.	
The World	Children know about similarities and differences in relation to places, objects, materials and living things.	Talks about why things happen and how they work.	Looks closely at similarities, differences, patterns and change.

Curriculum Content		Progression Through KS1		
		Progression Statement/Outcome	Year 1	Year 2
Historical Content	**Constructing the past**	Pupils study historical periods, some of which they will study more fully later.	Working towards the expected level: I can identify common themes, events and people from family, local, national and global history. e.g. recall some events associated with the Gunpowder Plot Working at the expected level: I can give a simple description of features of particular themes, events and people from family, local, national and global history. e.g. retell the story of the Gunpowder Plot	Working at the expected level: As in Year 1 Exceeding the expected level: I can explain a range of features covering family, local, national and global history and draw a range of conclusion. e.g. recall the more significant events and people associated with the Gunpowder Plot and make conclusions
	Sequencing the past	Know where people and events fit within a chronological framework.	Working towards the expected level: I can depict on a time lime the sequence of a few objects and/or pieces of information. e.g. put main features of cooking in chronological order Working at the expected level: I can sequence independently a number of objects or events related to particular themes, events, periods, societies and people. e.g. Select a range of cooking methods and foods and place on a timeline.	Working at the expected level: As in Year 1 Exceeding the expected level: I can explain why I have sequenced events or objects in a certain way. e.g. select independently a range of objects and information associated with food and how it was cooked over different time periods.

		Develop common awareness of the past, using common words and phrases relating to the passage of time.	Working towards the expected level: I can use a number of every day terms to describe when something happened. E.g. now, then, old, last week Working at the expected level: I can use a wider range of time terms. E.g. now, then, old, last week, in the past, previously, before	Working at the expected level: As in Year 1 Exceeding the expected level: I can start to use some complex time terms with help, such as AD, BC, century. e.g. use and understand a wider range of words relating to the passage of time.
Curriculum Content		Progression Through KS1		
		Progression Statement/Outcome	Year 1	Year 2
Historical Concepts	**Development and change**	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Working towards the expected level: I can identify a few similarities, differences and changes occurring within a particular topic. e.g. find similarities and differences between early and modern planes Working at the expected level: I can independently identify similarities, differences and changes occurring within a particular topic. e.g. recognise the differences in aeroplanes from different decades.	Working at the expected level: As in Year 1 Exceeding the expected level: I can independently and accurately describe similarities, differences and changes occurring within a particular topic. e.g. identify and describe several changes, similarities and differences in aviation over a century
	Cause and Effect	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.	Working towards the expected level: I can identify at least one cause for and effect of different events. e.g. identify an effect of the Gunpowder Plot Working at the expected level: I can identify a few relevant cause and effects of some main events. e.g. identify several causes, motives and effects of the Gunpowder Plot	Working at the expected level: As in Year 1 Exceeding the expected level: I can comment on causes and effects to main events covered and give my reasons. e.g. make a few valid judgements about the causes, motives and effects of the Gunpowder Plot

	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.	Working towards the expected level: I can give a reason why an event or person might be significant. e.g. explain why we remember a particular explorer. Working at the expected level: I can identify a range of significant aspects of a theme, society period or person and give comments on why they were chosen as important. e.g. give reasons why they have chosen particular aspects of the life of a famous explorer	Working at the expected level: As in Year 1 Exceeding the expected level: I can give good reasons for selecting an event, development or person and why it is significant. e.g. explain the achievements of various explorers and justify which one they think is the biggest hero.
Curriculum Content		Progression Through KS1		
		Progression Statement/Outcome	Year 1	Year 2
Historical Enquiry	**Planning and carrying out Historical Enquiry**	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	Working towards the expected level: I can ask and answer some historical questions. Working at the expected level: I can plan questions and give answers to a few historical enquiries using historical terminology. e.g. find information to write about which explorer was most successful	Working at the expected level: As in Year 1 Exceeding the expected level: I can independently and confidently ask and answer questions using correct vocabulary. e.g. investigate the life of an explorer using different sources
	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.	Working towards the expected level: I can find some information from different types of sources. Working at the expected level: I can independently use different sources of information to answer questions. e.g. choose different sources and find the key information about the life of a local hero.	Working at the expected level: As in Year 1 Exceeding the expected level: I can evaluate how useful a source is to answer questions. e.g. choose from a range of sources such as artefacts, written accounts, evidence which are useful for telling us about a local hero.

Curriculum Content		Progression Through LKS2		
		Progression Statement/Outcome	Year 3	Year 4
Historical Content	**Constructing the past**	Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods of study. Understand overview and depth	Working towards the expected level: I can identify details from several themes, events and significant people from family, local, national and global history. e.g. identify some of the achievements made by Romans Working at the expected level: I 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 Romans and their achievements.	Working at the expected level: As in Year 3 Exceeding the expected level: I 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 Roman period and start to explain the impact of it.
	Sequencing the past	Develop chronologically secure knowledge and understanding of British, local and world history.	Working towards the expected level: I 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, artefacts, buildings belonging to the Iron Age. Working at the expected level: I can sequence independently a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms. e.g. sequence many of the main features/key ideas of the Irons Age.	Working at the expected level: As in Year 3 Exceeding the expected level: I can sequence accurately 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, buildings and artefacts belong to the Iron Age.

Curriculum Content		Progression Through LKS2		
		Progression Statement/Outcome	Year 3	Year 4
Historical Concepts	**Development and change**	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Working towards the expected level: I can describe some similarities, differences and changes. e.g. describe some similarities and differences between the start and end of WW2. Working at the expected level: I can valid statements about the main similarities and differences and changes occurring in the topic. e.g. categories changes into different periods of WW2	Working at the expected level: As in Year 3 Exceeding the expected level: I can explain why certain changes and developments were of particular significance within topics and across time periods. e.g. explain why The Battle of Britain was of particular importance,
	Cause and Effect/Consequence	Address and devise historically valid questions about cause	Working towards the expected level: I can describe some relevant causes for and effects on some of the key events and developments covered. e.g. describe some reasons why conditions for children changed over time. Working at the expected level: I can comment on the importance of causes and effects for some key events and developments in topics. e.g. explain why there was changes in the nature of childhood throughout history	Working at the expected level: As in Year 3 Exceeding the expected level: I can explain with confidence the significance of particular causes and effects for many of the key events and developments. e.g. explain and justify their decision about the priorities of different causes over time.
	Significance and Interpretations	Address and devise historically valid questions about significance.	Working towards the expected level: I 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. Working at the expected level: I can explain why some aspects of historical accounts, themes or periods are significant. e.g. explain why roman achievements were significant and what impact it has had on Britain today.	Working at the expected level: As in Year 3 Exceeding the expected level: I 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.	Working towards the expected level: I 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. Working at the expected level: I 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.	Working at the expected level: As in Year 3 Exceeding the expected level: I 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.
Curriculum Content		Progression Through LKS2		
		Progression Statement/Outcome	Year 3	Year 4
Historical Enquiry	**Planning and carrying out Historical Enquiry**	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Working towards the expected level: I can ask valid questions for enquiries and answer using a number of sources. e.g. produce a plan for investigating a key figure from WW2 and use a few difference sources to produce a biography. Working at the expected level: I can independently devise a range of historically valid questions for a series of different types of enquiry and answer than with verified responses. e.g. plan a script for a radio play using propaganda based on several different resources.	Working at the expected level: As in Year 3 Exceeding the expected level: I can independently devise significant historical enquiries to produce verified and focused responses. e.g. plan for and debate why a figure from WW2 deserves a statue based on a range of sources as evidence.

	Using Sources as Evidence	Understand how our knowledge of the past is constructed from a range of sources.	Working towards the expected level: I can understand how sources can be used to answer a range of historical questions. e.g. describe how particular sources help provide evidence about different periods of childhood. Working at the expected level: I can recognise possible uses of a range of sources for answering historical enquiries. e.g. use a range of sources to reconstruct an aspect of a child's life in different historical periods.	Working at the expected level: As in Year 3 Exceeding the expected level: I can comment on the usefulness and reliability of a range of sources for particular enquiries. e.g. deliberately choose which sources to use when explaining features of a child's life in different periods.
Curriculum Content		Progression Through UKS2		
		Progression Statement/Outcome	Year 5	Year 6
Historical Content	**Constructing the past**	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.	Working towards the expected level: I can understand some features associated with themes, societies, people and events. e.g. understand aspects of life in Ancient Egyptian times Working at the expected level: I 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 Ancient Egyptian society.	Working at the expected level: As in Year 5 Exceeding the expected level: I can show a detailed awareness of the themes, events, societies and people covered across the UKS2 topics. e.g. show evidence of understanding the variety of aspects to the Ancient Egyptian civilisation (social, economic, cultural).

	Sequencing the past	Develop chronologically secure knowledge and understanding of British, local and world history.	Working towards the expected level: I can independently sequence many significant events, objects, themes, periods and people from topics covered, by providing appropriate dates and/or period labels and terms. e.g. place many of the important Victorian developments, people and events on an annotated timeline. Working at the expected level: I can independently sequence independently significant events, objects, themes, societies, periods and people using some dates, period labels and terms. e.g. select from a range of material and sequence using appropriate dates and labels (such as classical) of Victorian developments, people and events.	Working at the expected level: As in Year 5 Exceeding the expected level: I 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 Victorian life in different places and over time using a range of dates and period labels.
Curriculum Content		Progression Through UKS2		
		Progression Statement/Outcome	Year 5	Year 6
Historical Concepts	**Development and change**	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Working towards the expected level: I can provide valid reasons why some changes and developments were important within particular UKS2 topics. e.g. decide why one change in transportation is of particular importance. Working at the expected level: I can compare similarities, differences and changes within and across some topic in terms of importance, progress or the type and nature of the change. e.g. provide some similarities and differences affecting different forms of transportation.	Working at the expected level: As in Year 5 Exceeding the expected level: I can independently compare how typical similarities, differences and changes were. e.g. explain whether some developments in transportation were exceptional developments or commonplace everywhere at the time.

	Cause and Effect/Consequence	Address and devise historically valid questions about cause	Working towards the expected level: I 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 the Vikings came to Britain. Working at the expected level: I can explain the role and significance of different causes and effects of a range of events and developments. e.g. explain how and why the Vikings were such successful travellers and how important this was in their success.	Working at the expected level: As in Year 5 Exceeding the expected level: I can independently comment 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 length of Viking settlements in Britain such as technological, economic, social and cultural.
	Significance and Interpretations	Address and devise historically valid questions about significance.	Working towards the expected level: I can describe the significant issues in many of the topics covered. e.g. describe several of the most successful achievements of the Victorians. Working at the expected level: I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. e.g. critically evaluate the significant of the achievements and legacy of the Victorians.	Working at the expected level: As in Year 5 Exceeding the expected level: I can compare the significance of events, development and people across topics and time periods. e.g. explain which period of Victorian history was the most important, giving reasons for their choice.
		Understand how our knowledge of the past is constructed from a range of sources.	Working towards the expected level: I can identify different interpretations for events, developments and people covered in a range of KS2 topics. e.g. recognise several different representations and interpretations about Normans Working at the expected level: I can explain how and why it is possible to have different interpretations of the same event or person. e.g. explain how and why it is possible to have different interpretations about the Battle of Hastings.	Working at the expected level: As in Year 5 Exceeding the expected level: I can understand and explain the nature and reasons for different interpretations in a range of topics. e.g. recognise and explain how and why there could be different interpretations about Viking society.

Curriculum Content		Progression Through LKS2		
		Progression Statement/Outcome	Year 5	Year 5
Historical Enquiry	**Planning and carrying out Historical Enquiry**	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Working towards the expected level: I can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry. Working at the expected level: I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. e.g. pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.	Working at the expected level: As in Year 5 Exceeding the expected level: I 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 e.g. plan independently and investigate the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication.
	Using Sources as Evidence	Understand how our knowledge of the past is constructed from a range of sources.	Working towards the expected level: I can accept and reject sources based on valid criteria when carrying out particular enquiries. e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Victorian era (railways). Working at the expected level: I can confidently comment on the value of a range of different types of sources for enquiries, including extended enquiries. e.g. select evidence that supports their judgements of how the railways affected the local area.	Working at the expected level: As in Year 5 Exceeding the expected level: I can independently evaluate a range of sources of r historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was complied. e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Victorian era thinking about why the source was produced and if it is a reliable author.

Feedback ideas:

Which event/object/person was the most important? Why? How would you have behaved in that situation? Which event caused the most change? Why?

What was the impact of this event? What historical terms have you used? Explain what links you can see between this time period and another you have learned.

How was their lives different to ours? Explain how you know where to place events on a timeline. Are the sources reliable? Why was this event significant?