

HISTORY Subject Progression Document

Intent: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	
KS1 children should be taught: To develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	
Year 1	Year 2
Chronological understanding: Understand that time only moves forwards and we cannot go back in time. Understands the concept of past and present and consider the past in the living memory of parents, grandparents and great-grandparents. Continuity and Change: Understands that some things were the same in the living memory past and that some things have changed. Cause and Consequence: Explains why a person acted the way they did in the past. Similarity and Difference: Understands the meanings of the words 'similar' and 'different' and can identify an example between their life and the childhood of their parents or grandparents. Significance: Can understand the difference between an event which is important to them and an event or person who is significant to our shared history. Interpreting evidence: Identifying items from the past within living memory and talking about what they mean and recognising these as artefacts (e.g. a great-grandfather's medals or black and white photographs).	Chronological understanding: Begin to sequence events or artefacts on a timeline within the time period or event being studied. Continuity and Change: Describe what changed in history because of a significant event and how that change continued or otherwise into modern times. Cause and Consequence: Understands the terms 'cause' and 'consequence' and can explain a simple cause and consequence of a significant event studied. Similarity and Difference: Identifies generalisations about a studied time period or person and how that is different to today. Significance: Describe how we remember an important event or person and why they were significant. Interpreting evidence: Understanding that primary sources were writings or artefacts created at the time of the event or period being studied. Ask historically valid questions of artefacts from a period.
KS2 children should be taught:	

To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Year 3	Year 4
Chronological understanding: Understands the concept of prehistory in terms of a vast time period before written records were kept (history). Continuity and Change: Understands how specific elements of human life have stayed the same between today and a period of the past studied, as well as those features which have changed. Cause and Consequence: Begins to understand that some causes of events or change are influenced by humans and others are uncontrollable such as natural hazards but both have consequences. Similarity and Difference: Can identify several key similarities and differences between the lives of those in a studied time period and their own lives today. Significance: Understands that significance is related to a wider impact on national and international society and can give examples. Interpreting evidence: Understands the difference between primary and secondary sources and use both increasingly independently to discern information about the past.	Chronological understanding: Understands and uses BCE / CE and BC / AD to refer to time periods and events within history. Begins to understand the concept of periods of time in hundreds and thousands of years. Continuity and Change: Understands the historical concept of 'continuity' as things which have remained the same over long periods of time and 'change' as the differences between one time period and another and can give several examples. Cause and Consequence: Is able to identify several causes of a significant event and the subsequent consequences. Similarity and Difference: Can identify similarities and differences between periods studied and periods previously studied. Significance: Can begin to link significant events in national and international history to their impact on a local scale. Interpreting evidence: Begin to understand that there can be more than one interpretation of the past and asks questions of the origin and purpose of sources and artefacts.
Year 5	Year 6
Chronological understanding: Can confidently sequence time periods studied up to the present on a scale d timeline both in British history and those studied worldwide. Continuity and Change: can discuss continuity and change between two recent historical periods studied. Cause and Consequence:	Chronological understanding: Can accurately place time periods and events on a timeline and understands that different civilizations lived simultaneously in different parts of the world. Continuity and Change: Can understand and analyse as a historian the continuity and change related to one or more themes throughout 10,000 years of human history, e.g. technology, housing, politics, society, empire, power.

Explains the consequences of an event in both short term and long-term effects. Similarity and Difference: Is able to identify key similarities and differences in the lives of two significant individuals from history in more abstract terms, e.g. how they both overcame challenges. Significance: Can start to make their own judgements about the varying significance of individuals and civilizations using the evidence available. Interpreting evidence: Questioning the reliability and trustworthiness of a source and asking what can be learnt from a source even if it is untrustworthy.	Cause and Consequence: Is able to explain in a detailed way multiple causes and consequences of significant events in history. Similarity and Difference: Can identify specific similarities and differences between different civilizations with reference to evidence. Significance: Understands how the same event in history impacts different people groups in different ways and how life is different today because of the actions of key individuals in the past. Interpreting evidence: More developed understanding of bias and propaganda and why a source may have been written in such a way and what it tells us about the past.
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