

West Felton CofE Primary School

A framework for Progression in History

	KS1	LKS2	UKS2
Historical Knowledge			
Constructing the past	Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	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.	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.
Sequencing the past	Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.	Develop chronologically secure knowledge and understanding of British, local and world history.	Develop chronologically secure knowledge and understanding of British, local and world history.
History Concepts			
Change and development	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	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	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.	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. Understand how our knowledge of the past is constructed from a range of sources.	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.
Historical Enquiry			
Planning and carrying out a 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.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.
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.