



History Whole School Progression Map

Year Group	Chronological Understanding	Historical Causation (Enquiry)	Knowledge and Interpretation
<p><i>Previous Knowledge and Skills (to be tested)</i></p>	<p>Know that...</p> <p>Events or artefacts can be placed in a certain order on a timeline.</p> <p>Timelines can be labelled with pictures, words or phrases to give reasons for their order.</p> <p>Connections can be made between historical long- and short-term time scales.</p> <p>Dates can be used to talk about people or events from the past.</p> <p>Knowledge about historical people or events can connect with things that we have learnt about before in History.</p> <p>Vocabulary such as: <i>in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, time</i> can be used to talk about historical events and/or people and what they did in the past.</p> <p>Know how to...</p> <p>Place events or artefacts in a certain order on a timeline.</p>	<p>Know that...</p> <p>People find out about the past by collecting evidence that can be developed into historical facts. We can answer questions such as: What was it like for people? What happened? How long ago? By using a specific source, such as an information book.</p> <p>Researching someone who used to live in the local area using the Internet and other sources can help us to find out about their life.</p> <p>Vocabulary such as: <i>questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians and investigate</i> can help us to answer historical enquiries.</p> <p>Know how to...</p> <p>Discuss the ways in how people find out about the past and how evidence is collected and used to make historical facts.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago? To solve historical enquiries.</p> <p>Answer questions by using a specific source, such as an information book.</p>	<p>Know that...</p> <p>Historical events and significant people from the past can be described by talking about what happened and what they did.</p> <p>Historical events have causes and consequences.</p> <p>Significant events from the past have had major impacts on the way we live today.</p> <p>There are both similarities and differences between two different time periods.</p> <p>Local people/events in history have changed things nationally or internationally.</p> <p>We can provide possible reasons for why someone in the past acted in the way they did, using sources to justify our response.</p> <p>Stories or other sources can be used as a way of evidencing our understanding about events or people from the past.</p> <p>Britain has a special history because of some famous events and some famous people that impacted the world we know today.</p>



History Whole School Progression Map

	<p>Label timelines with pictures, words or phrases to give reasons for their order.</p> <p>Make connections between long- and short-term time scales.</p> <p>Use dates to talk about people or events from the past.</p> <p>Connect new learning of historical people or events to others that they have learnt about before.</p> <p>Use vocabulary such as: <i>in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term and time to</i> talk about historical events and/or people and what they did in the past.</p>	<p>Research the life of someone who used to live in the local area using the Internet and other sources to find out about them.</p> <p>Research the life of a famous Briton from the past using different resources to assist.</p> <p>Use vocabulary such as: <i>questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate</i> to answer historical enquiries.</p>	<p>Types of evidence are more reliable than others when finding out about the past.</p> <p>‘Nations’ around the world have their own events in history that have their own impacts on that particular nation or around the world.</p> <p>Terms such as civilisation, monarchy, parliament, democracy, war and peace can be used to discuss historical people and events.</p> <p>Historical vocabulary such as: <i>find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods</i> can be used to describe and account for events that have happened in the past/ to describe people from the past.</p> <p>Know how to...</p> <p>Describe historical events and describe significant people from the past and talk about what they did.</p> <p>Explain the causes of an historical event and what the consequences were.</p> <p>Explain what impact that significant events from the past have had on the way we live today.</p> <p>Talk about similarities and differences between two different time periods.</p>
--	--	---	---

History Whole School Progression Map



			<p>Explain how local people or events in history have changed things nationally or internationally.</p> <p>Discuss why someone in the past may have acted in the way they did. Choose and use parts of stories or other sources to show an understanding about events or people from the past.</p> <p>Explain why Britain has a special history by naming some famous events and some famous people.</p> <p>Talk about what type of evidence is reliable when finding out about the past.</p> <p>Talk about a 'nation', an aspect of its history and the impact it has had on the nation.</p> <p>Use an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events.</p> <p>Use historical vocabulary (such as: <i>find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods</i>) to describe and account for events that have happened in the past/ to describe people from the past.</p>
--	--	--	---



History Whole School Progression Map

<p>5</p>	<p>Know that...</p> <p>Dates and historical terms can be used to describe events.</p> <p>A timeline within a specific time in history sets out the order of things that may have happened.</p> <p>The different time periods that exist between different groups that invaded Britain can be quantified.</p> <p>Events, artefacts and historical figures can be used on a timeline using dates.</p> <p>Changes take place over time and this can be represented on a timeline.</p> <p>Appropriate historical vocabulary can be used to communicate and describe historical events and features, including: <i>dates, time period, era, change, chronology, ancient, century, decade.</i></p> <p>Know how to...</p> <p>Use dates and historical terms to describe events.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened.</p>	<p>Know that...</p> <p>Evidence from primary and secondary sources can be used to ask questions and find answers to questions about the past.</p> <p>There are suitable sources of evidence for historical enquiry and less suitable sources. This depends upon the reliability of them.</p> <p>More than one source of evidence for historical enquiry (more chance of reliability as a result) is needed to gain a more accurate understanding of a historical person or event.</p> <p>Archaeologists have played a major part in helping us understand more about what happened in the past.</p> <p>Research using the internet and other primary and secondary sources can be a good method to find out facts about a time period.</p> <p>Through research, we can compare and contrast different forms of evidence. For example: Researching and contrasting, what it was like for men, women and children in a given period from the past and use different forms to present findings.</p> <p>Know how to...</p> <p>Use evidence to ask questions and find answers to questions about the past.</p>	<p>Know that...</p> <p>There are reasons behind why certain events happened as they did in history and why certain people acted as they did in history.</p> <p>Events from the past have helped shape our lives today.</p> <p>Britain would have been an important country to have invaded and conquered.</p> <p>Changes have happened in the locality of the school throughout history.</p> <p>We can compare some of the times studied with those of other areas of interest around the world (the social, ethnic, cultural or religious diversity of past societies)</p> <p>There are characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>There are different accounts of an historical event, and reasons behind them differing.</p> <p>There are causes and consequences of some of the main events and changes in history.</p> <p>Know how to...</p> <p>Suggest why certain events happened as they did in history and why certain people acted as they did in history.</p>
-----------------	---	---	---



History Whole School Progression Map

	<p>Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use evidence to mark changes that take place over time on a timeline.</p> <p>Use appropriate historical vocabulary to communicate, including: <i>dates, time period, era, change, chronology, ancient, century, decade.</i></p>	<p>Suggest suitable sources of evidence for historical enquiry.</p> <p>Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use research skills in finding out facts about the time period they are studying.</p> <p>To compare and contrast different forms of evidence through conducting research.</p> <p>Use different forms to present historical findings.</p>	<p>Explain how events from the past have helped shape our lives today.</p> <p>Explain why Britain would have been an important country to have invaded and conquered.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Compare some of the times studied with those of other areas of interest around the world, describing the social, ethnic, cultural, or religious diversity of past societies.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Use literacy, numeracy and computing skills to a good standard to communicate information about the past.</p>
--	---	--	---

History Whole School Progression Map



<p style="font-size: 2em; font-weight: bold; text-align: center;">6</p>	<p>Know that...</p> <p>Dates and historical terms are used to describe events that happened in the past.</p> <p>Historical events and people from past societies and periods of time can be set out in an order within a chronological framework.</p> <p>Timelines outline the development of specific features, such as medicine; weaponry; transport etc.</p> <p>Terms such as social, religious and cultural can be used to describe major changes in a period of History.</p> <p>Periods of rapid change in history compared to those with relatively little change.</p> <p>The concepts of continuity and change over time can be represented, along with some evidence, on a time line.</p> <p>The chronology of different time periods (local, British and world history) relate to one another on a time line.</p> <p>There are connections and contrasts between different time periods studied.</p> <p>There historical vocabulary can be used to describe periods of time or events in time.</p>	<p>Know that...</p> <p>Historical questions about change, cause, similarities and differences, and significance relating to the studied period are devised by seeking out and analysing a wide range of evidence to justify claims about the past.</p> <p>Sources of information can be used to form testable hypotheses about the past.</p> <p>No single source of evidence gives the full answer to questions about the past.</p> <p>Historical artefacts assist our understanding about lives in the present and past.</p> <p>Can I use a wide range of sources of evidence to deduce information about the past? Can I select suitable sources of evidence, giving reasons for choices?</p> <p>A historical argument draws upon our knowledge of the past and is produced by a process of questioning (enquiry) and reasoning (inference).</p> <p>Know how to...</p> <p>Devise historical questions about change, cause, similarities and differences, and significance relating to the period studied.</p> <p>Seek out and analyse a wide range of evidence to justify claims about the past.</p>	<p>Know that...</p> <p>Historical questions can be answered by using information and evidence that have carefully been considered and selected.</p> <p>Knowledge of the past is constructed from a range of sources.</p> <p>Comparisons and contrasts can be made between historical periods by explaining things that have changed and things which have stayed the same.</p> <p>Significant events in history have helped shape the country/ies we have today.</p> <p>Connections can be made by comparing some of the times studied with those of the other areas of interest around the world.</p> <p>There is a social, ethnic, cultural, and religious diversity of past society.</p> <p>The characteristic features of the past can be described by explaining ideas, beliefs, attitudes and experiences of men, women, and children.</p> <p>Some aspects of history/historical events have had an impact elsewhere in the world.</p> <p>Literacy, numeracy and computing skills can be used to communicate information about the past.</p>
---	--	--	---

History Whole School Progression Map



	<p>Know how to...</p> <p>Use dates and historical terms accurately in describing events</p> <p>Place features of historical events and people from past societies and periods in a chronological framework</p> <p>Create timelines which outline the development of specific features, such as medicine; weaponry; transport etc.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, and cultural)</p> <p>Identify periods of rapid change in history and begin to contrast them with times of relatively little change.</p> <p>Represent, alongside evidence, the concepts of continuity and change over time on a timeline.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p> <p>Make connections and contrasts between different time periods studied and talk about trends over time.</p>	<p>Use sources of information to form testable hypotheses about the past.</p> <p>Test out a hypothesis to answer a question.</p> <p>Use a wide range of sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Summarise one or more reasons to support a historical argument.</p> <p>Refine lines of enquiry.</p>	<p>Know how to...</p> <p>Answer historical questions by using information and evidence that have carefully been considered and selected.</p> <p>Use a range of sources to gain knowledge of the past.</p> <p>Describe with some detail any historical events from the different period/s studying/have studied.</p> <p>Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Explain significant events in history that have helped shape the country we have today.</p> <p>Make connections and comparisons about some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural, or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</p>
--	---	--	--



History Whole School Progression Map

	<p>Use appropriate historical vocabulary to communicate, including <i>dates, time period, era, chronology, continuity, change, century, decade.</i></p>		<p>Explain how some aspects of history/historical events have had an impact elsewhere in the world.</p> <p>Use literacy, numeracy, and computing skills to a good standard to communicate information about the past.</p>
--	---	--	---

Assessing for the Expected Standard: For a pupil to reach the Expected standard in History by the end of KS2, most knowledge and skills need to be secure (i.e: all knowledge and most skills secured).

Assessing for the 'Greater Depth' Standard: For a pupil to reach the Greater Depth standard in History by the end of KS2, all knowledge and skills as stated above need to be very secure so that mastery to be achieved (all knowledge and skills secured).

The subject material and content in KS3 develop upon this knowledge and these skills to further deepen pupils' understanding of History and its subject content.

<p>7</p>	<p>Know that...</p> <p>Links can be made, and reasons provided for why something has changed or stayed the same over time.</p> <p>We can use historical language to illustrate the varying levels of change or continuity for an event.</p> <p>Historical events and people from past societies and periods of time can be set out in an order within varying chronological frameworks/representations.</p> <p>Local, national and/or international events or people have influenced or been influenced by each other.</p>	<p>Know that...</p> <p>There can be different perspectives on a source (s).</p> <p>The reliability of more than one source can be considered by looking at their origin, nature and purpose.</p> <p>Know how to...</p> <p>Consider different perspectives on a source (s).</p> <p>Evaluate the reliability of more than one source by considering their origin, nature and purpose.</p>	<p>Know that...</p> <p>There are causes of historical events that can be identified as highly influential/significant as they influenced the future events that took place.</p> <p>We can investigate causes of historical events by asking questions about what happened, who was involved and the source/reasons for why the event/s took place.</p> <p>There are strengths and weaknesses of different viewpoints (personal and other people's interpretations).</p> <p>Know how to...</p>
-----------------	---	---	---



History Whole School Progression Map

	<p>Know how to... Explain links between a range of reasons why something has changed or stayed the same over time.</p> <p>Use language which illustrates the varying levels of change or continuity for an event.</p> <p>Use an increasingly extensive, deep and secure chronology of local, British and world history to represent events/people on/within a chronological framework.</p> <p>Describe how local, national and/or international events or people have influenced or been influenced by each other.</p>		<p>Make a clear and well explained judgements about which causes were most influential/significant.</p> <p>Ask questions to investigate causes of historical events.</p> <p>Analyse the merits and weaknesses of different viewpoints of personal as well as other people's interpretations</p>
8	<p>Know that... There are similarities and differences between events and developments that took place in different countries across history.</p> <p>We can provide reasons for why progress occurred at different rates in different contexts about an extensive range of events, people from history.</p> <p>Know how to... Analyse the similarities and differences between events and developments that took place in different countries across history.</p>	<p>Know that... A wide range of sources can be evaluated by using their content and provenance to support a judgement about an event or person from history.</p> <p>Know how to... Critically evaluate a wide range of sources using their content and provenance and use these evaluations to support a judgement about an event or person from history.</p>	<p>Know that... Events may be similar or different across time and the significance of events and people across different time periods can be compared to offer reasons for the difference.</p> <p>Short and long term causes interplay to explain events in the past.</p> <p>Know how to... Compare the significance of events and people across different time period and offer reasons for the difference.</p>



History Whole School Progression Map

	<p>Recognise the reasons why progress occurred at different rates in different context about an extensive range of events, people from history.</p> <p>Analyse similarities and differences between different events, people and places to further an understanding of history.</p>		<p>Explain how events may be similar or different across time.</p> <p>Analyse how short and long term causes interplay to explain events in the past.</p>
<p><i>Future Knowledge and Skills (Y9 to GCSE)</i></p>	<p>Know that... There are reasons for historical change and continuity, diversity and causation and from this we are able to construct a substantiated analysis about that period of time.</p> <p>Different periods or places can be compared to support a series of arguments about an extensive range of events, people and places from the Stone Age to the present</p> <p>Wider issues and subjects can be connected to knowledge of the past.</p> <p>Know how to... Construct substantiated analyses about historical change and continuity, diversity and causation.</p> <p>Compare different periods or places to support a series of arguments about an extensive range of events, people and places from the Stone Age to the present.</p>	<p>Know that... A wide range of sources should be interrogated to support or challenge a hypothesis.</p> <p>Reasons can be provided for sources' usefulness by using detailed contextual knowledge of the time they were produced.</p> <p>Know how to... Interrogate a wide range of sources to support or challenge a hypothesis.</p> <p>Give reasons about sources' usefulness by using detailed contextual knowledge of the time they were produced.</p>	<p>Know that... We can draw upon analysis to construct well-substantiated arguments about causes of historical events.</p> <p>Questions can be linked to knowledge from wider historical events.</p> <p>Judgements can be assessed about what makes someone/ something significant and explain why these different judgements exist.</p> <p>Know how to... Construct well-substantiated, analytical arguments about causes.</p> <p>Use knowledge from wider historical events and link them to a question.</p> <p>Assess a mixture of judgements about what makes someone/ something significant and explain why these different judgements exist.</p>

History Whole School Progression Map



	Use this knowledge of the past to help understand wider issues and subjects.		
--	--	--	--