

Progression of Skills and Knowledge Framework – History

Foundation Stage	KS1	Lower Key stage 2	Upper Key Stage 2
Historical Knowledge			
1. Constructing / Communicating the past			
ELG: Past and Present	NC - Progression Statement (additional Guidance) <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later. 	NC - Progression Statement (additional Guidance) <ul style="list-style-type: none"> 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. 	NC - Progression Statement (additional Guidance) <ul style="list-style-type: none"> 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."
Skills & Knowledge Communicating about the past <ul style="list-style-type: none"> Showing sensitivity to the needs of others Showing respect for people of other cultures and beliefs 	Skills & Knowledge Communicating about the past <ul style="list-style-type: none"> Use a wide vocabulary of every day historical terms – now / then same / different Organise and communicate their understanding of the past in a variety of ways – speaking, role play, drawing and writing Understand historical concepts and use them to make simple connections and draw contrasts. 	Skills & Knowledge Communicating about the past <ul style="list-style-type: none"> Beginning to discuss and ask and answer more complex questions about the past Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 	Skills & Knowledge Communicating about the past <ul style="list-style-type: none"> Use appropriate historical terms Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
What to look for guidance (Meeting expectations) <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 	What to look for guidance (Working towards expectations) <ul style="list-style-type: none"> Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot). What to look for guidance (Meeting expectations) <ul style="list-style-type: none"> The pupil can briefly describe features of particular themes, events and people from family, local, 	What to look for guidance (Working towards expectations) <ul style="list-style-type: none"> Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians). What to look for guidance (Meeting expectations) <ul style="list-style-type: none"> Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a 	What to look for guidance (Working towards expectations) <p>Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life).</p> What to look for guidance (Meeting expectations) <p>Can 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 Maya society).</p>

	<p>national and global history (e.g. retell the story of the Gunpowder Plot).</p> <p>What to look for guidance (Exceeding expectations)</p> <p>The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it).</p>	<p>number of details about the Ancient Egyptians and their achievements).</p> <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life). 	<p>What to look for guidance (Exceeding expectations)</p> <p>Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Maya civilisation).</p>
2. Sequencing the past- Chronology			
<p>ELG: Past and Present ELG: People, Culture and Communities</p>	<p>NC - Progression Statement (additional Guidance) Know where people and events fit within a chronological framework.</p>	<p>NC - Progression Statement (additional Guidance) Develop chronologically secure knowledge and understanding of British, local and world history.</p>	<p>NC - Progression Statement (additional Guidance) Develop chronologically secure knowledge and understanding of British, local and world history.</p>
<p>Skills & Knowledge Sequencing the past - Chronology (C)</p> <ul style="list-style-type: none"> Talking about their families and past and present events in their own lives 	<p>Skills & Knowledge Sequencing the past - Chronology (C) Year 1 <i>Show their emerging knowledge and understanding of the past by:</i></p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <p>Year 2</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). 	<p>Skills & Knowledge Sequencing the past - Chronology (C)</p> <ul style="list-style-type: none"> An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>Skills & Knowledge Sequencing the past - Chronology (C)</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Analyse connections, trends and contrasts over time.
<p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Talking about their families and past and present events in their own lives 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period

	<ul style="list-style-type: none"> Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously'). Can sequence independently on an annotated timeline 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 to place on a timeline). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can sequence independently on an annotated timeline 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 to place on a timeline). Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised (e.g. independently select a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence). 	<p>terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages)</p> <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can accurately sequence 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, structures and artefacts belong either to the Bronze or Iron Ages). 	<p>labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).</p> <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events). <p>What to look for guidance (Exceeding expectations)</p> <p>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 Greek life in different places and over time using a range of dates and period labels).</p>
Historical Knowledge – KLIPS	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). To tell the difference between past and present in their own and other people's lives by using and 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the

	<p>making simple comparisons to parts of stories, and features of events.</p> <ul style="list-style-type: none"> • Understand and use simple historical concepts such as now/then and same/different. • Organise and communicate their understanding of the past in a variety of ways – speaking, role play, drawing and writing • Understand historical concepts and use them to make simple connections and draw contrasts. • Recognising the distinction between present and past in their own and other people's lives. • Identifying some similarities and differences between ways of life in different periods. • Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). • Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. 	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology • Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 	<p>passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...).</p> <ul style="list-style-type: none"> • Analyse connections, trends and contrasts over time. • Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. • Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
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Historical Concepts

3. Change and development

ELG: Past and Present ELG: People, Culture and Communities	NC - Progression Statement (additional Guidance) Identify similarities and differences between ways of life in different periods. Study changes within living memory.	NC - Progression Statement (additional Guidance) Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	NC - Progression Statement (additional Guidance) Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
Skills & Knowledge Change and continuity (Ch C) <ul style="list-style-type: none"> • Talking about their observations and asking questions to gain information about why things happen and how things work • Exploring objects and looking closely at similarities, differences, patterns and change 	Skills & Knowledge Change and continuity (Ch C) <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods including own life by making simple comparisons to parts of stories, and features of events • Recognise that their own lives are different from the lives of people in the past- by describing some of the topics, events and people that they have studied • Use simple stories and other sources to show that they know and understand key features of events. 	Skills & Knowledge Change and continuity (Ch C) <ul style="list-style-type: none"> • Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum • Understanding some of the ways in which people's lives have shaped this nation. • Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	Skills & Knowledge Change and continuity (Ch C) <ul style="list-style-type: none"> • Make connections, contrasts and recognise trends over time • Understand some of the similarities and differences between different periods • Give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did • Ask and answer questions about change, similarity and difference • Understanding significant aspects of history – nature of ancient civilisations; expansion and

<ul style="list-style-type: none"> Explore change over time – e.g. look at photos of own town – from the past and present and talk about what has changed / stayed the same 			<p>dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</p> <ul style="list-style-type: none"> Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. Establishing a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
<p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <p>Additional support</p> <ul style="list-style-type: none"> Talking about their observations and asking questions to gain information about why things happen and how things work Explore change over time – e.g. look at photos of own town – from the past and present and talk about what has changed / stayed the same 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in aviation over a century). 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance). 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time).
4. Cause and effect			
ELG: Past and Present	NC - Progression Statement (additional Guidance)	NC - Progression Statement (additional Guidance)	NC - Progression Statement (additional Guidance)

ELG: People, Culture and Communities	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.
Skills & Knowledge Interpretation (I) <ul style="list-style-type: none"> Listening and responding to stories, songs, nursery rhymes and poems 	Skills & Knowledge Interpretation (I) <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past Identify different ways in which the past is represented (e.g. films, museums, displays illustrations, books) 	Skills & Knowledge Cause and Consequence (CC) <ul style="list-style-type: none"> An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance Describing how Britain has influenced and been influenced by the wider world. 	Skills & Knowledge Cause and Consequence (CC) <ul style="list-style-type: none"> Ask and answer questions about change and the consequences of the change Give reasons for and results of change and explain why people acted like they did
<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Additional Support</p> <ul style="list-style-type: none"> Explore change over time – e.g. look at photos of own town – from the past and present and talk about what has changed / stayed the same Talking about their observations and asking questions to gain information about why things happen and how things work 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes, motives and effects of the Gunpowder Plot). 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can describe some relevant causes for, and effects on, some of the key events and developments covered. <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can comment on the importance of causes and effects for some of the key events and developments within topics. <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can explain with confidence the significance of particular causes and effects for many of the key events and developments. 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> 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). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> 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). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can comment independently 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 reasons).
5. Significance and interpretations			
ELG: Past and Present ELG: People, Culture and Community	NC - Progression Statement (additional Guidance)	NC - Progression Statement (additional Guidance) 1 Address and devise historically valid questions about significance.	NC - Progression Statement (additional Guidance) <ul style="list-style-type: none"> Address and devise historically valid questions about significance.

	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	2 Understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources.
Skills & Knowledge	Skills & Knowledge Significance <ul style="list-style-type: none"> Develop an awareness of the past (linked to key national historical events) 	Skills & Knowledge Significance <ul style="list-style-type: none"> Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework Interpretation (I) <ul style="list-style-type: none"> Using a greater depth and range of historical knowledge to provide more reasoned explanations A developing understanding of specific historical abstract terms such as empire, civilisation, monarchy and democracy 	Skills & Knowledge Significance <ul style="list-style-type: none"> Demonstrate their knowledge and understanding of aspects of British, local and world history through describing the contribution made by people, events and developments in the past Provide reasons why some events, individuals, developments are seen as more significant than others Interpretation (I) <ul style="list-style-type: none"> construct and tell coherent stories relating to shorter and longer periods of time give some reasons for the different ways the past is represented and interpreted Begin to recognise why some events, people and changes might be judged as more historically significant than others.
<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; <p>Additional support</p> <ul style="list-style-type: none"> Listening and responding to stories, songs, nursery rhymes and poems 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of various explorers) 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> 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). The pupil 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). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant). The pupil 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). 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece). Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks). Can explain how and why it is possible to have different interpretations of the same event or

	stating which one they think is the biggest hero and justify their opinion).	<p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive). The pupil 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). 	<p>person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).</p> <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice). 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 Athenian society).
Historical Concepts- KLIPS	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. Use sources to answer <i>simple</i> questions about the past. 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> Understanding <i>some</i> of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. Establishing a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
Historical Enquiry			
6. Planning and carrying out a historical enquiry			
ELG: Past and Present ELG: People, Culture and Community	<p>NC - Progression Statement (additional Guidance)</p> <ul style="list-style-type: none"> 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. 	<p>NC - Progression Statement (additional Guidance)</p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>NC - Progression Statement (additional Guidance)</p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>

Skills & Knowledge	Skills & Knowledge Enquiry (E) <ul style="list-style-type: none"> Identify some of the <i>basic</i> ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>). 	Skills & Knowledge Enquiry (E) <ul style="list-style-type: none"> An increasing proficiency in the effective use of historical enquiry and selection of evidence Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Becoming a more independent learner 	Skills & Knowledge Enquiry (E) <ul style="list-style-type: none"> Through enquiry based activities make own conclusions - Record their knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.
<p>What to look for guidance (Meeting expectations)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response). 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can ask valid questions for enquiries and answer using a number of sources. <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can independently devise significant historical enquiries to produce substantiated and focused responses. 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> 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). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> 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. independently plan an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions).

7. Using sources as evidence

ELG: Past and Present ELG: People, Culture and Community	NC - Progression Statement (additional Guidance) <ul style="list-style-type: none"> Understand some of the ways in which they find out about the past and identify different ways in which it is represented. 	NC - Progression Statement (additional Guidance) <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. 	NC - Progression Statement (additional Guidance) Understand how our knowledge of the past is constructed from a range of sources.
Skills & Knowledge Using Evidence (UE) Exploring objects and looking closely at similarities, differences, patterns and change <ul style="list-style-type: none"> Comparing, sorting matching, ordering and sequencing everyday objects Use photos, maps etc. 	Skills & Knowledge Using Evidence (UE) <ul style="list-style-type: none"> Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. Use sources to answer <i>simple</i> questions about the past. 	Skills & Knowledge Using Evidence (UE) <ul style="list-style-type: none"> An increasing awareness of the different ways in which the past is represented and interpreted Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. 	Skills & Knowledge Using Evidence (UE) <ul style="list-style-type: none"> find out about the past by asking and answering questions, selecting and using a range of sources of information thoughtfully to provide evidence Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
<p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; <p>Additional Support</p> <ul style="list-style-type: none"> Exploring objects and looking closely at similarities, 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine). <p>What to look for guidance (Exceeding expectations)</p>	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> Can understand how sources can be used to answer a range of historical questions. <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> The pupil can recognise possible uses of a range of sources for answering historical enquiries. <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries. 	<p>What to look for guidance (Working towards expectations)</p> <ul style="list-style-type: none"> 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 Second World War). <p>What to look for guidance (Meeting expectations)</p> <ul style="list-style-type: none"> Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area). <p>What to look for guidance (Exceeding expectations)</p> <ul style="list-style-type: none"> Can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and

<p>differences, patterns and change</p> <ul style="list-style-type: none"> ■ Comparing, sorting matching, ordering and sequencing everyday objects 	<ul style="list-style-type: none"> • Can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine). 		<p>comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).</p>
<p>Historical Enquiry KLIPS</p>	<p>KLIPS - Year 1 /2</p> <ul style="list-style-type: none"> ■ Use sources to answer <i>simple</i> questions about the past. ■ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ■ Identify some of the basic ways the past can be represented. ■ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). 	<p>KLIPS - Y3/4</p> <ul style="list-style-type: none"> ■ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ■ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ■ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ■ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ■ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). ■ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. 	<p>KLIPS- 5/6</p> <ul style="list-style-type: none"> ■ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ■ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ■ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. ■ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ■ Begin to recognise why some events, people and changes might be judged as more historically significant than others.