**History Key Stage Progression and Assessment**

| **Branch Pillar** | **Concept** | **EYFS** | **KS1** | **LKS2** | **UKS2** |
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| P**upils work as historical inquirers** | | Understand the past by asking questions about settings, characters and events encountered in books read in class and storytelling. | Ask and answer questions.  Understand some ways we find out about the past.  Choose and use parts of stories and other sources to show understanding.  Justify their answers by using sources. | Regularly address and sometimes devise historically valid questions.  Understand how knowledge of the past is constructed from a range of sources.  Construct informed responses by selecting and organising relevant historical information.  Begin to challenge the reliability of sources. | Pursue historically valid enquiries.  Make some historically valid enquiries.  Understand how different types of sources are used rigorously to make historical claims.  Create relevant, structured and evidence supported accounts.  Challenge sources, questioning the validity of these and whether they have been created for propaganda. |
| **Develop use of chronological understanding** | | Start to develop an understanding of what has happened in the past.  Recognise the past in their own lives. | Develop an awareness of the past.  Use common words and phrases relating to the passing of time.  Order and sequence certain events.  Know what a timeline is. | Develop chronologically secure knowledge of history.  Place historical periods in order.  Establish clear narratives within and across periods studied.  Make connections, contrasts and trends over time.  Place events, objects and people on a timeline. | Extend and deepen their chronologically secure knowledge of history.  Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time.  Draw timelines accurately and place events, objects and people on it. |
| **Understand local, national and international history** | | This will be covered in the knowledge learning objectives | | | |
| **Use a range of sources** | **Evidence and Interpretation** | Share some sources, where questions are asked. | Be curious about people and show interest in stories.  Answer ‘how’ and ‘why’ questions in response to stories/events.  Explain own knowledge and understanding, and ask appropriate questions.  Know that information can be retrieved from books and websites.  Identify different ways in which the past is represented.  Begin to use the phrases primary sources and secondary sources. | Ask questions about a source.  Understand some ways we find out about the past.  Choose and use parts of stories and other sources to show understanding.  Understand how knowledge from the past is constructed from a range of sources.  Understand that different versions of the past may exist, giving some reasons for this.  Known the difference between primary and secondary sources | Pursue historically valid enquirers including some they have formed.  Construct informed responses by selecting and organising relevant historical information.  Understand how different types of sources are used rigorously to make historical claims.  Create relevant, structured and evidentially supported accounts.  Discern how and why contrasting arguments and interpretations of the past have been constructed.  Understand the need to use both primary and secondary sources to reach conclusions. |
| **Make comparisons and contrasts.** | **Similarity and differences** | Know some similarities and differences between things in the past, while drawing on their experiences and what has been learnt in class | Know about similarities and differences between themselves and others, and among families, communities and traditions.  Recognise some ethnic diversity in Britain and the wider world.  Make simple observations about different types of people, events, beliefs within a society. | Describe social, religious and ethnic diversity in Britain and the wider world.  Offer comparisons about different types of people, events, beliefs within a society.  Describe the characteristic features of the past, including race and beliefs, attitudes and experiences of men, women and children. | Describe social, cultural, religious and ethnic diversity in Britain and the wider world.  Understand, explain and analyse the diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies. |
| **Significance** | | Talk about the lives of the people around them and their roles in society | Recognise and describe special times or events for family and friends.  Talk about who is important in a simple historical account  Describe a historical event  Describe a significant individual | Identify historically significant people and events in situations.  To offer some reasons behind significance. | Consider and explain the significance of events, people and developments in their context and in the present. |
| **Cause and Consequence** | | To explore why things happened. | Question why things happen and give explanations  Begin to recognise why people did things, why events happened and what happened as a direct result. | Recognise why people did things, why events happened and what happened as a direct result.  Identify and give reasons for, results of, historical events, situations and changes. | Explore reasons behind events occurring.  Analyse and explain reasons for, and results of, historical events, situations and changes. |
| **Change and continuity** | | To understand that people from the past influence the present. | Identify similarities, differences, patterns and change.  Develop understanding of growth, decay and changes over time. | Identify similarities and differences between ways of life at different times.  Make basic links between main events, situations and changes within and across different periods/societies. | Identify and explain change and continuity within and across periods.  Develop and make links between main events, situations and changes within and across different periods/societies. |