

Developing as an Historian - A Progression Framework for History. Developed by the Durham Networks.
Within each step, schools may wish to look at how secure a pupil's development is.

Confidence demonstrated in one strand - **emerging**. Confidence demonstrated in two strands - **developing**. Confidence demonstrated in three strands - **secure**. Confidence demonstrated in four strands - **greater depth**

Steps	HISTORICAL KNOWLEDGE	EXPLAIN/ANALYSIS (2 nd order concepts)	PRIMARY SOURCE USE	INTERPETATIONS
STEP G <i>Shares characteristics of the skill expectations of G8 at GCSE</i>	Pupil can give detailed, accurate and relevant historical knowledge in different types of historical writing. Pupils use appropriate key terms with confidence.	Pupils can explain and give analysis of the named concept and organise an answer to present a sustained argument supported by detailed and accurate knowledge.	Pupil can make 2 well supported inferences from challenging primary sources, identify a suitable further line of enquiry and reach a supported conclusion about the utility of a source using the content and provenance.	Pupil can give a well - supported judgement in my agreement/disagreement with the view given by a historical interpretation. Pupil can evaluate 2 historical interpretations and reach a supported conclusion to establish how they differ and why they have differences.
STEP F	Pupil can use accurate and relevant information from different aspects of history in their writing. Pupils use a range of key terms well.	Pupil can explain and give some analysis of the named concept and support a point of view with well chosen, relevant knowledge.	Pupil can make 2 well supported inferences from different types of primary sources and begin to evaluate the utility of 2 sources using the content or provenance.	Pupil can evaluate 2 historical interpretations to establish why they have differences and reach a supported conclusion. Pupil can use my historical knowledge to accept or reject the main message of a Historical Interpretation and reach a supported judgement.
STEP E <i>Shares characteristics of the skill expectations of G5 at GCSE</i>	Pupil can use accurate and well selected historical knowledge, key terms and dates in writing about key features, periods, events and people. Key terms are used.	Pupil begin to explain some of the named concepts and reach a simple judgement using accurate and detailed knowledge.	Pupil can make 2 well supported inferences from different types of primary sources and reach a simple judgement about the utility of 2 sources for an enquiry based on content and provenance.	Pupil can use my historical knowledge to accept or reject the main message of a Historical Interpretation and reach a simple judgement.
STEP D	Pupil can use key historical terms and increasingly specific historical knowledge to write about key features, events, and people. Pupil can use knowledge about the main periods of history in work.	Pupil can give simple or undeveloped explanations to support their ideas about the named concepts with specific historical knowledge.	Pupil can make 2 inferences from a primary source with clear support from the sources. They can suggested further questions to investigate based upon a source and can comment upon the utility of two sources by looking at the content or provenance.	Pupil can use 2 historical interpretations to identify the main similarities and differences between the views and support an answer with examples from the interpretations.
STEP C <i>End of KS2/ Secondary Ready Shares characteristics of skill expectations of G2 at GCSE.</i>	Pupil can use generalised historical knowledge using everyday language to show basic understanding of key features and characteristics. Pupil can order the main periods of history and link them to some important developments. They use a range of key historical terms with accuracy.	Pupil can begin to make general comments about cause/consequence/similarities & difference /significance in their work.	Pupil can use different types of primary source to investigate a historical issue, make a supported inference and make a general comment upon the utility of a source for an enquiry.	Pupil can and compare 2 historical interpretations to identify the main similarities and differences between the two.
Step B <i>Lower KS 2</i>	Pupil can use some basic historical knowledge about an event/person in written answers and can order most of the main periods in history on a simple timeline. Pupils us some of the key historical terms.	Pupil can produce simple generalised answers about some of the concepts we use in history - cause/consequence, change or the importance of an event/ person or place. They comment in general ways on similarities or differences between people/ places/ events/ features in different time periods.	Pupil can find information from a primary source and put it into their own words. Pupil can suggest some strengths/weaknesses of a source for a particular enquiry and the questions they have about the source.	Pupils can identify a representation/ interpretation. Pupil can identify the main message of an historical interpretation/ representation.
Step A <i>End of KS1</i>	Pupils can use some very simple historical details about events/ people or places studied in their work and can order some of the main periods in history, including their own lives. They use words to refer to the passage of time within their own and beyond living memory.	Pupils comment upon a simple cause/consequence, change or the importance of an event/ person or place. Pupils comment on similarities or differences between people/ places/ events/ features in different time periods.	Pupils sometimes identify a primary source and comment on what the source shows. They suggest simple questions to ask about a primary source or artefact and suggest simple answers to questions about sources/ artefacts.	Pupils sometimes identify a historical interpretation /representation and comment upon the message it gives.
P8	Pupils indicate if personal events and objects belong in the past or present. Pupils begin to use some common words, signs or symbols to indicate the passage of time [for example, now/then, today/yesterday] They can recount episodes from their own past and some details from other historical events with prompts [for example, past school or local events]		Pupils answer simple questions about historical stories and artefacts	