

Progression in History for KS2



The Saints Academies

Chronological understanding and sequencing the past	How world history has changed and developed	Investigation and Interpretations of history	Cause and Effect	Historical enquiry	Suggested Vocabulary
I can begin to date events. ■ ■ ■ ■ ■	I can compare life then with our life today. ■ ■ ■ ■ ■	I can describe some representations of a period in history e.g.. differing viewpoints through historical sources. ■ ■ ■	I can describe some relevant causes for and effects of key events. ■ ■ ■ ■ ■	I can use a range of sources for research. ■ ■ ■ ■ ■	time period, past, present, future, timeline Cause, effect, event, developments, changes over time, accounts, historical questions
I can place the time being studied, artefacts and historical figures on a timeline using dates. ■ ■ ■ ■ ■	I can find out about the everyday lives of people in time studied. ■ ■ ■ ■ ■	I can describe causes and consequences of some main events in history. ■ ■ ■		I can ask historically valid questions to find out about a period of time or historical figure. ■ ■ ■ ■ ■	Artefacts, sources
I can understand more complex terms e.g. BC/AD ■ ■	I can use evidence to explain life in time studied. ■ ■ ■ ■ ■	I can distinguish between different sources and compare different versions of the same story. ■ ■ ■	I understand the importance of causes and effects for some key events within our historical period. ■ ■ ■ ■ ■	I can choose relevant sources to answer historical enquiries. ■ ■ ■ ■ ■	Nowadays, previously, local, national, themes, societies, periods and people, Significant, events, cause, effect, historical accounts, historically valid
	I can offer a reasonable explanation for some events. ■ ■ ■ ■ ■	I can identify and give reasons for different ways in which the past is represented. ■ ■ ■		I can select and record relevant information from a range of sources. ■ ■ ■ ■ ■	
I can sequence significant events, people and periods using some dates and time period labels. ■ ■ ■ ■ ■	I can give a broad overview of life within a given time period. ■ ■ ■ ■ ■	I can select what events are most significant in a historical account. ■ ■ ■ ■ ■			

Greater Depth in History:

In the EYs and KS1, we intend on building a strong and solid knowledge base, ready to build on as the children enter KS2. This strong foundation of knowledge and vocabulary is paramount to ensuring success in the later years of school. Therefore, children will be assessed as either **meeting** or **working towards** the expected standards in History and Understanding of the World in these year groups.

As the children enter KS2, they will be challenged to use their knowledge in ways that show a greater depth of understanding and historical enquiry. To show that a child is meeting the expectations of a **greater depth** historian, the children will be asked to use their learning in historically structured writing in its earliest form. For example, taking two learning points from the lesson and using this to justify and develop a written answer...

E.g. How did the ideas that the Romans brought to Britain impact lives here? Use two ideas you have learned about to explain your answer.

E.g. How do we know about the beliefs of the Ancient Egyptians regarding what happens to people when they die? Use two sources of information or ideas you have learned about to explain your answer.

Coverage Key (with National Curriculum links):

Victorians - Lord Shaftesbury and Dr Barnardo (H6)

Romans (H2) Tudors - Local History (H5)

Egyptians (H7) World War I I (H6)

Key:

Red – Working towards expectations

Green – Meeting expectations