

Progression in history at Winslow CE Primary School involves developing historical perspective through:

- wider, more detailed and chronologically secure knowledge;
- sharper methods of enquiry and communication;
- deeper understanding of more complex issues and of abstract ideas;
- closer integration of history's key concepts (see section 5 below *);
- greater independence in applying all of these qualities.

NB – All text in italics is non-statutory, including everything in the Early Years column, drawn from non-statutory guidance. Colour coding relates to aspects of the aims of the National Curriculum.)

	Early Years	KS1	LKS2	UKS2	KS3
1. Chronological knowledge/ understanding (including characteristic features of periods).	<ul style="list-style-type: none"> Use everyday language related to time. Order and sequence familiar events. Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> Develop an awareness of the past. Use common words and phrases relating to the passing of time. Know where all people/ events studied fit into a chronological framework. Identify similarities/ differences between periods. 	<ul style="list-style-type: none"> Begin to develop chronologically secure knowledge of history. Begin to establish clear narratives within and across periods studied. Note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time and explore them 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time.
2. Historical terms (vocabulary) , e.g. empire, Peasant.	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> Develop broader historical vocabulary. 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms . 	<ul style="list-style-type: none"> Use historical terms and concepts in increasingly sophisticated ways.
3. Historical enquiry: using evidence and communicating ideas	<ul style="list-style-type: none"> Be curious about people and show interest in stories. Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers. Record, using marks they can interpret and explain. 	<ul style="list-style-type: none"> 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 (of concepts in part 5 below). 	<ul style="list-style-type: none"> Sometimes address and 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. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions with reasoning Understand how knowledge of the past is constructed from a range of sources, questioning the reliability of sources Construct informed responses by: selecting and organising relevant historical information showing a deep understanding of historical concepts 	<ul style="list-style-type: none"> Pursue historically valid enquiries * including some they have framed. Understand how different types of sources are used rigorously to make historical claims. Create relevant, structured and evidentially supported accounts.
4. Interpretations of history		<ul style="list-style-type: none"> Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this. 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this and beginning to use contrasting arguments 	<ul style="list-style-type: none"> Discern how and why contrasting arguments and interpretations of the past have been constructed.
* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:					
5a. Continuity and change in and between periods.	<ul style="list-style-type: none"> Look closely at similarities/differences, patterns and change. Develop understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> Identify similarities/differences between ways of life at different times. 	<ul style="list-style-type: none"> Describe main events, situations and changes within and across different periods and societies. 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods and societies. 	<ul style="list-style-type: none"> Identify and explain change and continuity within and across periods.
5b. Cause and consequence.	<ul style="list-style-type: none"> Question why things happen and give explanations. 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes. 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes and begin to analyse these 	<ul style="list-style-type: none"> Analyse/explain reasons for, and results of, historical events, situations, changes.
5c. Similarity/ Difference within a period/situation (diversity).	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Make simple observations about different types of people, events and beliefs within a society. 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world. 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world and compare these 	<ul style="list-style-type: none"> Understand and explain/analyse diverse experiences and ideas, beliefs, attitudes of men, women and children in past societies.
5d. Significance of events/people.	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> Talk about who was important e.g. in a simple historical account. 	<ul style="list-style-type: none"> Identify historically significant people and events in situations. 	<ul style="list-style-type: none"> Identify historically significant people and events in situations and begin to consider their significance 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present.