




# Progression in History at KS2

N.B. Although the separate points do not represent precise linear development, they generally become more challenging as they go down the page

## CHRONOLOGICAL AWARENESS


### Progression in chronology

Beginning of Key Stage  End of Key Stage	Can confidently spot major anachronisms from most periods studied when compared with today;
	Can sequence events in simple narrative <i>e.g. Boudicca's revolt</i> ;
	Can use words which mark the passing of time <i>e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification</i> ;
	Can talk about three periods of time <i>e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s</i> ;
	Can talk about the past in terms of periods <i>e.g. Egyptian, Roman</i> ;
	Realises that Ancient means thousands of years ago;
	Can accurately differentiate within a longer period <i>e.g. Roman, Saxon and Vikings</i> ;
	Can use some key dates as important markers of events <i>e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt</i> ; • Uses more sophisticated time markers within, as well as between periods <i>e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year</i> ;
	Can appreciate ideas of duration and interval. <i>e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life</i> ;
	Can use dates and specific terms confidently to establish period detail <i>e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz</i> ;
	Can successfully match simple iconic images to each of the periods studied;
	Can make links between three periods in history, comparing, spotting similarities differences <i>e.g. influence of Greeks on Tudor theatre or on Victorian architecture</i> .



## HISTORICAL CONTEXTS

Progression in Cause and consequence - Identify and describe reasons for and results of historical events, situations and changes in the period studied

Beginning of Key Stage    End of Key Stage	Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade;
	Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people;
	Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. Sees Break with Rome as more than simply Henry wanting to re-marry;
	Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause;
	Realises that events usually happen for a combination of reasons, even though there is still some element of listing;
	Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe;
	Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;
	Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration;
	Explain an event with reference to abstract ideas such as long and short-term or events building up;
	Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;
	By the end of the key stage, some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.

## HISTORICAL CONTEXTS

Progression in interpretations - how the past is represented and interpreted in different ways, and to give reasons for this

Beginning  
of Key  
Stage

Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth.

Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.

Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.

Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose, Rosetta Stone, York, Fishbourne.

Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.

Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.


End of  
Key Stage

Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.

Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.


## HISTORICAL CONTEXTS

### Progression in enquiry

Beginning of Key Stage    End of Key Stage	Historical Enquiry Beginning of Key Stage Children extract simple information from text/pictures/objects showing basic comprehension
	Children make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict.
	Children start combining information from more than one source e.g. Internet research compared with video, oral evidence.
	Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.
	Children see that some sources are more useful than others and can explain why.
	Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.
	Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders
	Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?
	Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'

**ORGANISE, EVALUATE AND COMMUNICATE INFORMATION**

**Progression in organization and communication in history**

Beginning of Key Stage  End of Key Stage	Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; • Answers contain some simple period-specific references;
	Writes in simple and accurate, sequenced, sentences when narrating what happened in the past;
	Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;
	Begins to sustain an answer, providing some supporting evidence;
	Ideas are beginning to have some shape, though not yet structured in paragraphs;
	Can use appropriate ways of communicating their understanding;
	Answers are structured and provide supporting evidence for statements made;
	Able to see two sides of a question and can offer arguments on both sides;
	Answers are relevant to the question set;
	Widespread use of period specific detail to make the work more convincing and authentic;
	When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes;
	Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing;
Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.	