

History Progression Framework

Strand	Upper Key Stage 2			
	Progression statement	<i>What to look for guidance (Working towards expectations)</i>	<i>What to look for guidance (Meeting expectations)</i>	<i>What to look for guidance (Exceeding expectations)</i>
HISTORICAL KNOWLEDGE				
1. Constructing the past	H.2.1.5. Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content	H.2.1.6. The child can understand some features associated with themes , societies, people and events .	H.2.1.7. The child can provide overviews of the most significant features of different themes , individuals, societies and events covered.	H.2.1.8. The child can show a detailed awareness of the themes, events , societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics.
2. Sequencing the past	H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history	H.2.2.6. The child can sequence with some independence many of the significant events , societies and people within topics covered using appropriate dates, period labels and terms.	H.2.2.7. The child can sequence with independence the key events , objects, themes , societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.	H.2.2.8. The child can explain independently the sequence of key events , objects, themes , societies and people in topics covered using dates, period labels and terms accurately.
HISTORY CONCEPTS				
3. Change and development	H.2.3.5. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts	H.2.3.6. The child can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2	H.2.3.7. The child can compare similarities, differences and changes within and across some topics, e.g. in terms	H.2.3.8. The child can compare independently how typical similarities, differences and changes were. <i>E.g. Identify and</i>

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	and trends over time.	topics.	of importance, progress or the type and nature of the change.	<i>explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</i>
4. Cause and effect	H.2.4.5. Address and devise historically valid questions about cause.	H.2.4.6. The child can place several valid causes and effects in an order of importance relating to events and developments.	H.2.4.7. The child can explain the role and significance of different causes and effects of a range of events and developments.	H.2.4.8. The child can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.
5. Significance and interpretations	H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.3.b. The child can provide a reason why two accounts of the same event might differ.	H.2.5.4.b. The child can comment on a range of possible reasons for differences in a number of accounts.	H.2.5.5.b. The child can explain historical situations, events , developments and individuals from more than one viewpoint.
	H.2.5.6. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.7.b. The child can identify different interpretations for events , developments and people covered in a range of Upper Key Stage 2 topics.	H.2.5.8.b. The child can explain how and why it is possible to have different interpretations of the same event or person.	H.2.5.9.b. The child can understand and explain the nature and reasons for different interpretations in a range of topics.
HISTORICAL ENQUIRY				
6. Planning and carrying out a historical enquiry	H.2.6.5. Construct informed responses that involve thoughtful selection and organisation.	H.2.6.6. The child can reach a valid conclusion based on devising and answering questions relating to a	H.2.6.7. The child can reach a valid and substantiated conclusion to an independently planned and	H.2.6.8. The child can plan and produce quality responses to a wide range of historical enquiries

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	Develop appropriate use of historical terms.	historical enquiry.	investigated enquiry with suggestions for development or improvement.	requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.
7. Using sources as evidence	H.2.7.5. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.6. The child can accept and reject sources based on valid criteria when carrying out particular enquiries.	H.2.7.7. The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.	H.2.7.8. The child can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.