



History Progression Framework

Numbering system

Subject.Key Stage.Strand.Statement

Text shown in **bold** is a key term, and is defined in the Glossary.

Strand	Lower Key Stage 2				
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	Relevant Voyagers unit(s)
HISTORICAL KNOWLEDGE					
1. Constructing the past	H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	H.2.1.2. The child can identify details from several themes , societies, events and significant people covered in local, national and global history . <i>E.g. Identify some of the achievements made by Ancient Egyptians.</i>	H.2.1.3. The child can identify details from local, national and global history to demonstrate some overall awareness of themes , societies, events and people. <i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i>	H.2.1.4. The child can describe the main context of particular themes , societies, people and events including some explanation. <i>E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</i>	Unit 3: How much did the Ancient Egyptians achieve?
2. Sequencing the past	H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.2. The child can sequence some events , objects, themes , periods and people from topics covered, by providing a few dates and/or period labels and terms. <i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i>	H.2.2.3. The child can sequence a number of the most significant events , objects, themes , societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. <i>E.g. Sequence many of the main features of the Bronze and Iron Ages.</i>	H.2.2.4. The child can sequence accurately the key events , objects, themes , societies, periods and people within and across topics confidently using key dates, period labels and terms. <i>E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.</i>	Unit 2: How harsh were the Bronze and Iron Ages?
HISTORY CONCEPTS					
3. Change and development	H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.2. The child can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. <i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i>	H.2.3.3. The child can make valid statements about the main similarities, differences and changes occurring within topics. <i>E.g. Categorise changes into the different periods of the Stone Age.</i>	H.2.3.4. The child can explain why certain changes and developments were of particular significance within topics and across time periods . <i>E.g. Explain why some changes within the Stone Age were of particular importance.</i>	Unit 1: What was new about the New Stone Age?
4. Cause and effect	H.2.4.1. Address and devise historically valid questions about cause.	H.2.4.2. The child can describe some relevant causes for, and effects on, some of the key events and developments covered. <i>E.g. Describe some reasons why conditions for children changed over time.</i>	H.2.4.3. The child can comment on the importance of causes and effects for some of the key events and developments within topics. <i>E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.</i>	H.2.4.4. The child can explain with confidence the significance of particular causes and effects for many of the key events and developments. <i>E.g. Explain and justify their decisions about the priority of different causes and effects affecting childhood over time.</i>	Unit 6: Is it better to be a child now than in the past?
5. Significance and interpretations	H.2.5.1. Address and devise historically valid questions about significance.	H.2.5.3.a. The child can select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of Roman Britain.</i>	H.2.5.4.a. The child can explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i>	H.2.5.5.a. The child can explain independently why a historical topic, event or person was distinctive or significant. <i>E.g. Explain what made the Roman period distinctive.</i>	Unit 4: What happened when the Romans came?
	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. <i>E.g. Recognise and provide a reason why different people might have different views about the Romans.</i>	H.2.5.4.b. The child can comment on a range of possible reasons for differences in a number of accounts. <i>E.g. Explain how and why there were different viewpoints about Boudica.</i>	H.2.5.5.b. The child can explain historical situations, events , developments and individuals from more than one viewpoint. <i>E.g. Explain how and why different people might have interpreted the benefits of Roman rule in Britain.</i>	Unit 4: What happened when the Romans came?
HISTORICAL ENQUIRY					
6. Planning and carrying out a historical enquiry	H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.2. The child can ask valid questions for enquiries and answer using a number of sources. <i>E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.</i>	H.2.6.3. The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. <i>E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.</i>	H.2.6.4. The child can devise independently significant historical enquiries to produce substantiated and focused responses. <i>E.g. Plan for and debate why a particular local Victorian deserves a statue by presenting a case based on a range of evidence from a range of sources.</i>	Unit 5: What was important to our local Victorians?
7. Using sources as evidence	H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.2. The child can understand how sources can be used to answer a range of historical questions. <i>E.g. Describe how particular sources help provide evidence about different periods of childhood.</i>	H.2.7.3. The child can recognise possible uses of a range of sources for answering historical enquiries . <i>E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</i>	H.2.7.4. The child can comment on the usefulness and reliability of a range of sources for particular enquiries. <i>E.g. Show some discrimination in using a range of sources in explaining features of children's lives in different periods.</i>	Unit 6: Is it better to be a child now than in the past?