

ADMAT Vertical Skills Progression Map v1

History Skills Progression – KS1 and KS2	
Checked by School Leader/Key Stage Leader	<i>J Phillpotts</i>
Checked by School Curriculum Leader	<i>J Buckthought</i>
Monitoring	<p>Each individual school is responsible for ensuring the delivery of the National Curriculum 14 intentions within the school. The school is required to regularly monitor the delivery of this Vertical Skills Progression Map. The school must complete an annual review of its School Vertical Progression Map to check the implementation of curriculum skills.</p> <p>Ongoing monitoring of planning, learning evidence and pupil knowledge will take place as part of good practice by subject and school leaders. Information from monitoring will be used to inform in school/ MAT CPD subject training.</p>
Curriculum Statement	<p>Purpose of Study -p188 A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>Aims - p188 The National Curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ▪ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <p>Assessment - p188 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>
National Curriculum 2014	

Key Stage 1

Subject Content - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

National Curriculum 2014 (p188 onwards) Key Stage 1

Learning Intentions Pupils should be taught about:	Non-Statutory
<ul style="list-style-type: none"> ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ events beyond living memory that are significant nationally or globally ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods ▪ significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> ▪ [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Historical Strands - Learning Progression Key Stage 1

Historical Knowledge	Progression Statement	Working Towards	Working At	Working Beyond
Constructing the Past	<p><i>Know where people and events fit within a chronological framework.</i></p> <p><i>Pupils study historical periods, some of which they will study more fully later.</i></p>	<p>Can identify relevant features of particular historical themes, events and people from family, local, national and global history.</p> <p>Recognise the difference between past and present in their own and others' lives.</p>	<p>Can briefly describe features of particular themes, events and people from family, local, national and global history.</p> <p>Know and recount episodes from stories about the past.</p> <p>Identify difference between ways of life at different times.</p>	<p>Can explain a range of features covering family, local, national and global history and draw a range of conclusions.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>
Sequencing the Past	<p><i>Know where people and events fit within a chronological framework.</i></p>	<p>Can depict on a timeline the sequence of a few objects and/or pieces of information.</p>	<p>Can sequence independently on an annotated timeline a number of objects or events</p>	<p>Can give a valid explanation for their sequence of objects and events on timelines or</p>

	<i>Develop awareness of the past, using common words and phrases relating to the passing of time.</i>	Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. Can sequence events in their life.	related to particular themes, events, periods, societies and people. Can understand time securely and use a wider range of time terms. Sequence artefacts for different periods of time and match artefacts to the people of different ages.	narratives they have devised. Can use more complex time terms, such as 'BC'/'AD' and period labels and terms. Sequence artefacts and photographs from closer periods of time.
History Concepts	Progression Statement	Working Towards	Working At	Working Beyond
Change and Development	<i>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</i>	Can identify a few similarities, differences and changes occurring within a particular topic.	Can identify independently a range of similarities, differences and changes within a specific time period .	Can describe independently and accurately similarities, differences and changes both within and across time periods and topics.
Cause and Effect	<i>Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</i>	Can identify at least one relevant cause for, and effect of, several events covered.	Can identify a few relevant causes and effects for some of the main events covered.	Can comment on a few valid causes and effects relating to many of the events covered.
Significance and Interpretation	<i>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</i>	Can consider one reason why an event or person might be significant. To distinguish between fact and fiction.	Can identify a range of significant aspects of a theme , society, period or person and offer some comments on why they have selected these aspects. Compare different versions of events from the past.	Can provide some valid reasons for selecting an event , development or person as significant. Discuss the reliability of different source of evidence. photos/ accounts/ stories. Giving explanations.

			Compare different pictures/ photographs of people and events in the past.	
Historical Enquiry	Progression Statement	Working Towards	Working At	Working Beyond
Planning and carrying out Historical Enquiry	<i>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</i>	Can ask and answer a few valid historical questions .	Can plan questions and produce answers to a few historical enquiries using historical terminology.	Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently.
Using Sources as Evidence	<i>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</i>	Can extract information from several different types of source including written, visual and oral sources and artefacts. Find answers to simple questions about the past using sources of information.	Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. Observe and handles sources of evidence to answer questions about the past on the basis of simple observations.	Can critically evaluate the usefulness of sources and parts of sources to answer historical questions.
Key Stage 2				
<p>Subject Content- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>				
National Curriculum 2014 Key Stage 2				
Learning Intentions Pupils should be taught about		Non-Statutory		

<ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age ▪ the Roman Empire and its impact on Britain ▪ Britain's settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ a local history study ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> ▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ▪ Bronze Age religion, technology and travel, for example, Stonehenge ▪ Iron Age hill forts: tribal kingdoms, farming, art and culture ▪ Julius Caesar's attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian's Wall ▪ British resistance, for example, Boudica ▪ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ Christian conversion – Canterbury, Iona and Lindisfarne ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England ▪ further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 1066 ▪ a depth study linked to one of the British areas of study listed above ▪ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality ▪ the changing power of monarchs using case studies such as John, Anne and Victoria ▪ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
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<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history 	<ul style="list-style-type: none"> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.China
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**Historical Strands - Learning Progression
Lower Key Stage 2**

Historical Knowledge	Progression Statement	Working Towards	Working At	Working Beyond
Constructing the Past	<p><i>Develop chronologically secure knowledge and understanding of British, local and world history.</i></p> <p><i>Establish clear narratives within and across the periods they study. Understand overview and depth.</i></p>	<p>Can identify details from several themes, societies, events and significant people covered in local, national and global history.</p> <p>Find out about everyday lives of people in the time studied. Compare the past with life today.</p>	<p>Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</p> <p>Identify reasons for an result of people’s actions.</p> <p>Understand why people may have wanted to do something.</p> <p>Use evidence to reconstruct life in the time studied.</p>	<p>Can describe the main context of particular themes, societies, people and events including some explanation.</p> <p>Look for links and effects in the time studied and offer an explanation for events.</p>
Sequencing the Past	<p><i>Develop chronologically secure knowledge and understanding of British, local and world history.</i></p>	<p>Can sequence some events, objects, themes, periods and people from history covered by providing a few dates and/or period labels and terms.</p> <p>Place the time studied on a timeline.</p>	<p>Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.</p> <p>Place events from the period studies on a timeline.</p>	<p>Can sequence accurately the key events, objects, themes, societies, periods and people within and across history confidently using key dates, period labels and terms.</p>

		Use dates and terms related to the unit and the passing of time.	Use terms related to the period and begin to date events.	
History Concepts	Progression Statement	Working Towards	Working At	Working Beyond
Change and Development	<i>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</i>	Can describe some similarities, differences and changes occurring.	Can make valid statements about the main similarities, differences and changes occurring.	Can explain why certain changes and developments were of particular significance within and across time periods .
Cause and Effect	Address and devise historically valid questions about cause.	Can describe some relevant causes for, and effects on, some of the key events and developments covered.	Can comment on the importance of causes and effects for some of the key events and developments.	Can explain with confidence the significance of particular causes and effects for many of the key events and developments.
Significance and Interpretation	<i>Address and devise historically valid questions about significance.</i> <i>Understand how our knowledge of the past is constructed from a range of sources.</i>	Can select what is most significant in a historical account. Can provide a reason why two accounts of the same event might differ. Distinguish between different sources of evidence, comparing the versions of the same story.	Can explain why some aspects of historical accounts, themes or periods are significant. Can comment on a range of possible reasons for differences in a number of accounts Evaluate the usefulness of different sources of evidence.	Can explain independently why a historical event or person was distinctive or significant. Can explain historical situations, events, developments and individuals from more than one viewpoint. Evaluate the usefulness of different sources of evidence giving detailed explanations.
Historical Enquiry	Progression Statement	Working Towards	Working At	Working Beyond
Planning and carrying out Historical Enquiry	<i>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</i>	Can ask valid questions for enquiries and answer using a number of sources.	Can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	Can devise independently significant historical enquiries to produce substantiated and focused responses.
Using Sources as Evidence	<i>Understand how our knowledge of the past is constructed from a range of</i>	Can understand how sources can be used to answer a range of historical questions.	Can recognise possible uses of a range of sources for answering historical enquiries .	Can comment on the usefulness and reliability of a range of sources for particular

	<i>sources.</i>	Use a range of sources to find out about a period. Observe the small details in sources of information.	Begin to use the library and internet to research a specific enquiry. Use sources of evidence to build up a picture of a past event.	enquiries. Ask a variety of questions to find out more about the past.
Historical Strands - Learning Progression Upper Key Stage 2				
Historical Knowledge	Progression Statement	Working Towards	Working At	Working Beyond
Constructing the Past	<i>Establish clear narratives within and across the periods they study.</i> <i>Note connections, contrasts and trends over time.</i> <i>Understand overview and depth.</i>	Can understand some features associated with themes , societies, people and events . Study different aspects of different people, such as difference between male and females. Compare life in early and late 'periods' studied.	Can provide overviews of the most significant features of different themes , individuals, societies and events covered. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Know key dates characters and events of time studied.	Can show a detailed awareness of the themes , events , societies and people covered e.g. explain different dimensions and characteristics. Compare the beliefs and behaviours with another time studied. Give another explanation of a past event in terms of cause and effects using evidence to support and illustrate their explanations.
Sequencing the Past	<i>Develop chronologically secure knowledge and understanding of British, local and world history.</i>	Can sequence with some independence many of the significant events , societies and people within topics covered using appropriate dates, period	Can sequence with independence the key events , objects, themes , societies and people covered using dates, period labels and	Can explain independently the sequence of key events , objects, themes , societies and people using dates, period labels and terms accurately.

		labels and terms. Use relevant terms and period labels.	terms. Make comparisons between different times in the past.	Sequence a number of historical events on a timeline. Considering the relationships to each other.
History Concepts	Progression Statement	Working Towards	Working At	Working Beyond
Change and Development	<i>Address and devise historically valid questions about change, similarity and difference.</i> <i>Note connections, contrasts and trends over time.</i>	Can provide valid reasons why some changes and developments were important.	Can compare similarities, differences and changes within and across History , e.g. in terms of importance, progress or the type and nature of the change.	Can compare independently how typical similarities, differences and changes were.
Cause and effect	<i>Address and devise historically valid questions about cause.</i>	Can place several valid causes and effects in an order of importance relating to events and developments.	Can explain the role and significance of different causes and effects of a range of events and developments.	Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.
Significance and Interpretation	<i>Address and devise historically valid questions about significance.</i> <i>Understand how our knowledge of the past is constructed from a range of sources.</i>	Can describe the significant issues. Can identify different interpretations for events , developments and people. Compare accounts from different sources identifying whether they are fact or fiction.	Can explain reasons why particular aspects of a historical event , development, society or person were of particular significance. Can explain how and why it is possible to have different interpretations of the same event or person. Link sources and work out how conclusions were arrived. Aware that different evidence may lead to different conclusions.	Can compare the significance of events , development and people across History and time periods . Can understand and explain the nature and reasons for different interpretations in a range of topics. Consider how to check the accuracy of interpretations-factor, fiction opinion. Confidently use sources of information such as the library/ the internet for follow a line of enquiry.

Historical Enquiry	Progression Statement	Working Towards	Working At	Working Beyond
Planning and carrying out Historical Enquiry	<p><i>Construct informed responses that involve thoughtful selection and organisation.</i></p> <p><i>Develop appropriate use of historical terms.</i></p>	Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry .	Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.	Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.
Using Sources as Evidence	<i>Understand how our knowledge of the past is constructed from a range of sources.</i>	<p>Can accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p>Identify primary and secondary sources of information.</p>	<p>Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.</p> <p>Select relevant sections of information using research with increasing confidence to answer a line of enquiry.</p>	<p>Can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p> <p>Suggest omissions in information and suggest the means of finding this out.</p> <p>Bring together knowledge from different sources of information in a fluent account.</p>