



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	Upper 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.2.1.5. 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 . <i>E.g. Understand aspects of life in Mayan times.</i>	H.2.1.7. The child can provide overviews of the most significant features of different themes , individuals, societies and events covered. <i>E.g. Give a summary of the main features of Mayan society.</i>	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. <i>E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</i>	Unit 3: Why should we remember the Maya?
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. <i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i>	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. <i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</i>	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. <i>E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</i>	Unit 5: Why should we thank the Ancient Greeks?
HISTORY CONCEPTS					
3. Change and development	H.2.3.5. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.6. The child can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. <i>E.g. Decide why one change in communication is of particular importance.</i>	H.2.3.7. The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. <i>E.g. Provide some similarities and differences affecting different forms of communication.</i>	H.2.3.8. The child can compare independently how typical similarities, differences and changes were. <i>E.g. Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</i>	Unit 6: How has communication changed over time?
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. <i>E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain.</i>	H.2.4.7. The child can explain the role and significance of different causes and effects of a range of events and developments. <i>E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.</i>	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. <i>E.g. Recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural.</i>	Unit 2: Would the Vikings do anything for money?
5. Significance and interpretations	H.2.5.5. Address and devise historically valid questions about significance.	H.2.5.7.a. The child can describe the significant issues in many of the topics covered. <i>E.g. Describe several of the most successful achievements of Ancient Greece.</i>	H.2.5.8.a. The child can explain reasons why particular aspects of a historical event , development, society or person were of particular significance. <i>E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i>	H.2.5.9.a. The child can compare the significance of events , development and people across topics and time periods . <i>E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.</i>	Unit 5: Why should we thank the Ancient Greeks?
	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. <i>E.g. Recognise several different representations and interpretations about Sparta.</i>	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. <i>E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</i>	H.2.5.9.b. The child can understand and explain the nature and reasons for different interpretations in a range of topics. <i>E.g. Recognise and explain how and why there could be different interpretations about Athenian society.</i>	Unit 5: Why should we thank the Ancient Greeks?
HISTORICAL ENQUIRY					
6. Planning and carrying out a historical enquiry	H.2.6.5. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.6. The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry . <i>E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i>	H.2.6.7. The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</i>	H.2.6.8. The child 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. <i>E.g. Plan independently an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</i>	Unit 1: What impact did the Anglo-Saxons have?
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. <i>E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.</i>	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. <i>E.g. Select evidence that supports their judgements of how the war affected the local area.</i>	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. <i>E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.</i>	Unit 4: How did World War Two impact our local area?