



Progression in History for KS2

The Saints Academies

Chronological understanding and sequencing the past	How world history has changed and developed	Investigation and Interpretations of history	Cause and Effect	Historical enquiry	Suggested Vocabulary
I can begin to date events. ■ ■ ■ ■ ■	I can compare life then with our life today. ■ ■ ■ ■ ■	I can describe some representations of a period in history e.g.. differing viewpoints through historical sources. ■ ■ ■ ■ ■	I can describe some relevant causes for and effects of key events. ■ ■ ■ ■ ■	I can use a range of sources for research. ■ ■ ■ ■ ■	time period, past, present, future, timeline Cause, effect, event, developments, changes over time, accounts, historical questions
I can place the time being studied, artefacts and historical figures on a timeline using dates. ■ ■ ■ ■ ■	I can find out about the everyday lives of people in time studied. ■ ■ ■ ■ ■	I can describe causes and consequences of some main events in history. ■ ■ ■		I can ask historically valid questions to find out about a period of time or historical figure. ■ ■ ■ ■ ■	Artefacts, sources
I can understand more complex terms e.g. BC/AD ■ ■	I can use evidence to reconstruct life in time studied. ■ ■ ■ ■ ■	I can distinguish between different sources and compare different versions of the same story. ■ ■ ■	I understand the importance of causes and effects for some key events within our historical period. ■ ■ ■ ■ ■	I can choose relevant sources to answer historical enquiries. ■ ■ ■ ■ ■	Nowadays, previously, local, national, themes, societies, periods and people, Significant, events, cause, effect, historical accounts, historically valid
	I can offer a reasonable explanation for some events. ■ ■ ■ ■ ■	I can identify and give reasons for different ways in which the past is represented. ■ ■ ■		I can select and record relevant information from a range of sources. ■ ■ ■ ■ ■	
I can sequence significant events, people and periods using some dates and time period labels. ■ ■ ■ ■ ■	I can give a broad overview of life within a given time period. ■ ■ ■ ■ ■	I can select what events are most significant in a historical account. ■ ■ ■ ■ ■			
I can identify and describe people and events over a period of time. ■ ■ ■ ■ ■	I can give a broad overview of life within a given time period. ■ ■ ■ ■ ■	I can begin to evaluate the usefulness of different sources and begin to explain why viewpoints might be different. ■ ■ ■ ■ ■	I can confidently explain the significance of causes and effects of key events within our historical period. ■ ■ ■ ■ ■	I can plan independently and answer a historical enquiry e.g. plan and carry out a debate using sources to evidence. ■ ■ ■ ■ ■	Last century, decade, BC/AD, context, societies, period labels, concurrent Structures, artefacts, developments, distinctive, historical situations, viewpoint, historical enquiries, reliability, usefulness
		I can use more than one source of evidence to gain a more accurate understanding. ■ ■ ■			
I can begin to note contrasts and trends over time. ■ ■ ■ ■ ■	I can compare and look for links and effects in time studied. ■ ■ ■ ■ ■	I can confidently explain why a historical event or person was significant. ■ ■ ■ ■ ■			

Key Red – Working towards expectations Amber – Meeting expectations Green – Exceeding expectations
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Coverage Key (with National Curriculum links) Victorians - Lord Shaftesbury and Dr Barnardo (H6) World War I I (H6) Romans (H2) Tudors - Local History (H5) Egyptians (H7)
