



**Progression Framework**

**History**

**Upper Key Stage Two**

## Progression Framework for History, Upper Key Stage Two

### Domain: Historical Knowledge

#### Constructing the past

#### Upper Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p><b>H.2.1.5. Establish clear narratives within and across the periods they study.</b>  <b>Note connections, contrasts and trends over time.</b>  <b>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</b></p>	<p>H.2.1.6. Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life)</p>	<p>H.2.1.7. Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society).</p>	<p>H.2.1.8. Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Maya civilisation).</p>

#### Sequencing the past

#### Upper Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p><b>H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history.</b></p>	<p>H.2.2.6. Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek</p>	<p>H.2.2.7. 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 (e.g. the main</p>	<p>H.2.2.8. Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over</p>

## Progression Framework for History, Upper Key Stage Two

	developments, people and events on an annotated timeline).	Ancient Greek developments, people and events).	time using a range of dates and period labels).
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<b>Domain: History concepts</b>
<b>Change and development</b>
<b>Upper Key Stage Two</b>

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<b>H.2.3.5. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</b>	H.2.3.6. Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).	H.2.3.7. Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).	H.2.3.8. Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time).

<b>Cause and effect</b>
<b>Upper Key Stage Two</b>

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<b>H.2.4.5. Address and devise historically valid questions about cause.</b>	H.2.4.6. Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them	H.2.4.7. Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful	H.2.4.8. Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain

## Progression Framework for History, Upper Key Stage Two

	in an order of importance as to why the Vikings came to Britain).	travellers and how important this was in their success).	different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons).
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### Significance and interpretations

#### Upper Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<b>H.2.5.5. Address and devise historically valid questions about significance.</b>	H.2.5.7.a. Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).	H.2.5.8.a. Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).	H.2.5.9.a. Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice).
<b>H.2.5.6. Understand how our knowledge of the past is constructed from a range of sources.</b>	H.2.5.7.b. Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta).	H.2.5.8.b. Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).	H.2.5.9.b. Can understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Athenian society).

## Progression Framework for History, Upper Key Stage Two

### Domain: History concepts

### Planning and carrying out a historical enquiry

### Upper Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p><b>H.2.6.5. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</b></p>	<p>H.2.6.6. Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (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).</p>	<p>H.2.6.7. Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</p>	<p>H.2.6.8. 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 (e.g. independently plan 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 and reconstructions).</p>

### Using sources of evidence

### Upper Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p><b>H.2.7.5. Understand how our knowledge of the past is</b></p>	<p>H.2.7.6. Can accept and reject sources based on valid criteria when carrying</p>	<p>H.2.7.7. Can comment with confidence on the value of a range of different</p>	<p>H.2.7.8. Can independently evaluate a range of sources for historical enquiries</p>

## Progression Framework for History, Upper Key Stage Two

<b>constructed from a range of sources.</b>	out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War).	types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).	considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).
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