

Progression in History for KS2



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

Key

Red – Working towards expectations

Amber – Meeting expectations

Green – Exceeding expectations

● Stone Age

● Iron Age

● Maya Civilisation

● Roman Empire

● Ancient Egypt

● The Vikings