

Progression in History in Salford School. Statements from Rising Stars Progression

	EYFS	KS1	LKS2	UKS2
Historical Knowledge				
Constructing the past	Understanding the world People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.	.Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later	Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth."	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."
Sequencing the past	MD. Children use everyday language to talk about time, to compare objects and to solve problems. CL They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.	Develop chronologically secure knowledge and understanding of British, local and world history.	Develop chronologically secure knowledge and understanding of British, local and world history.
History Concepts				
Change and development	KW. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time." Address and devise historically valid questions about cause.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time." Address and devise historically valid questions about cause.
Cause and effect	CL. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	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."	Address and devise historically valid questions about significance. .	Address and devise historically valid questions about significance.
Significance and interpretations	EAD Enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.
Historical Enquiry				
Planning and carrying out a historical enquiry	PSED They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. CD Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	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.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. "	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.

Using sources as evidence	EAD Enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.
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