



History Progression in Lower Key Stage Two

Strands	Year 2	Year 3	Year 4
<p>Historical Knowledge: Constructing the past</p> <p>Y3, Y4: 2.1.1 Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p> <p>Y2: 1.1.1 Study knowledge of and can recall key information and characteristic features of historical periods.</p>	<p>Year 2 Unit 1: Bonfire Night and The Great Fire of London</p> <p>End of Year 2, expected: Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.</p>	<p>Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>End of Year 3, expected: Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.</p>	<p>Year 4 Unit 1: The Ancient Egyptians</p> <p>End of Year 4, expected: Can identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections. Will begin to make some reference to other societies, but their reasoning may be undeveloped.</p>
<p>Historical Knowledge: Sequencing the past</p> <p>Y3, Y4: 2.2.1 Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Y2: 1.2.1 Know where people and events fit within a chronological framework.</p> <p>Y2: 1.2.2 Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>Year 2 Unit 2: Holidays Year 2 Unit 1: Bonfire Night and The Great Fire of London</p> <p>End of Year 2, expected: Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order. Begin to explain why they have placed the items in this sequence.</p> <p>End of Year 2, expected: Can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods.</p>	<p>Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>End of Year 3, expected: Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods. Provide valid reasons why they have chosen this time period for most of the images.</p>	<p>Year 4 Unit 2: Roman Britain</p> <p>End of Year 4, expected: Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied). Provide detailed valid reasons why they have sequenced the events/objects in this way.</p>



History Progression in Lower Key Stage Two

	Demonstrate secure understanding of the terms used. Independently use the terms appropriately.		
<p>History Concepts: Change and Development/Similarity and differences</p> <p>Y3, Y4: 2.3.1 Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>Y2: 1.3.1 Identify similarities and differences between ways of life in different periods/times.</p>	<p>Year 2 Unit 2: Holidays</p> <p>End of Year 2, expected: Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. May begin to demonstrate an understanding of which are the most important differences and why.</p>	<p>Year 3 Unit 1: The Stone Age</p> <p>End of Year 3, expected: Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. Can see links between changes, and begin to identify types of change. Will demonstrate an awareness of the significance of change and its impact.</p>	<p>Year 4 Unit 3: Crime and Punishment</p> <p>End of Year 4, expected: Can explain why certain changes and developments were of particular significance within topics and across time periods. Can provide a comprehensive list of the changes of Crime and Punishment within the period studied. Will identify links between the changes. Will provide a clear rationale for why one change could be considered to be more important than others. May provide insightful ideas about whether some things did not change very much within a period and why.</p>
<p>History Concepts: Cause and Effect</p> <p>Y3, Y4: 2.4.1 Address and devise historically valid questions about cause.</p> <p>Y2: 1.4.1 Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.</p>	<p>Year 2 Unit 1: Bonfire Night and The Great Fire of London</p> <p>End of Year 2, expected: Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.</p>	<p>Year 3 Unit 1: The Stone Age</p> <p>End of Year 3, expected: Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.</p>	<p>Year 4 Unit 3: Crime and Punishment</p> <p>End of Year 4, expected: Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes.</p>
<p>History Concepts: Significance and Interpretations</p> <p>Y3, Y4: 2.5.1 Address and devise historically valid questions about significance.</p>	<p>Year 2 Unit 3: Our Local Heroes</p> <p>End of Year 2, expected: Can give a broad range of valid reasons why someone or something is significant.</p>	<p>Year 3 Unit 3: Our Local Area Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>End of Year 3, expected: Can select what is most significant in a historical account, related to a person's life, a key event or</p>	<p>Year 4 Unit 2: Roman Britain</p> <p>End of Year 4, expected: Can confidently select what is most significant in a historical account, related to</p>



History Progression in Lower Key Stage Two

<p>Y3, Y4: 2.5.2 Understand how and why different interpretations of the past have been constructed.</p> <p>Y2: 1.5.1 Understand some of the ways in which they can find out about the past and identify different ways it is represented.</p>	<p>Demonstrate a secure understanding of the term significance. Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.</p>	<p>a theme, e.g. which buildings are of particular significance within their locality. Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality.</p> <p>End of Year 3, expected: Can identify a number of ways in which two versions of the same account may differ. Can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer. Can identify a number of ways in which the interpretations are the same and also different. Can provide a reason why the sources may differ, but this is undeveloped.</p>	<p>a person's life, a key event or a theme, e.g. a development made by the Romans. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today.</p> <p>End of Year 4, expected: Can identify a range of ways in which two or more accounts of the same event differ. Can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca.</p>
<p>Historical Enquiry: Planning and Carrying out a Historical Enquiry</p> <p>Y3, Y4: 2.6.1 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>Y2: 1.6.1 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</p>	<p>Year 2 Unit 3: Our Local Heroes</p> <p>End of Year 2, expected: Can pose a range of valid questions independently. Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' Can use a range of appropriate vocabulary in both their questions and answers.</p>	<p>Year 3 Unit 3: Our Local Area</p> <p>End of Year 3, expected: Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?' Will use a range of relevant historical terms.</p>	<p>Year 4 Unit 2: Roman Britain</p> <p>End of Year 4, expected: Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?' Can answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. Use a broad range of relevant historical terms.</p>



History Progression in Lower Key Stage Two

a wide vocabulary of everyday historical terms.			Will work independently and with confidence.
<p>Historical Enquiry: Using Sources as Evidence</p> <p>Y3, Y4: 2.7.1 Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Y2: 1.7.1 Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>Year 2 Unit 3: Our Local Heroes</p> <p>End of Year 2, expected: Can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.</p>	<p>Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>End of Year 3, expected: Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' Is aware that some sources may be more useful than others in answering certain historical questions.</p>	<p>Year 4 Unit 3: Crime and Punishment</p> <p>End of Year 4, expected: Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. Can use the sources to compile a detailed description of what Dick Turpin was like. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.</p>