

## Strand progression

	Change & Continuity	Significance	Causes and Consequences	Similarities and Differences	Evidence
Year 1	<p>Can identify changes by looking at developments at key points in time in clearly defined areas, for example, comparing holidays, school life or technology 'now' and in the 1950s. Can build personal timelines and timelines relating to historical people/events over a short timeframe with the focus of ordering/sequencing.</p> <p>Can be introduced to the idea of change and continuity in an accessible context such as my school or town; learning that some things change over time while others do not. Can also und</p>	<p>Understands historical significance in terms of impact, significant events and people lead to change. Can highlight significant events and people in their own lives, showing how these events or people led to change perhaps by helping them in some way, by giving them new ideas, a new experience or new skills.</p>			
Year 2		<p>Able to move beyond personal experience and transfer this understanding of significance to a historical context. Can discuss the impact of significant events or people in the past by showing how these events or people led changes at the time, for</p>	<p>Understand that events have multiple causes and can identify some of these.</p>	<p>Can identify simple similarities and differences between two fixed points, for example, 'today and Victorian times' or 'today and 1800', within clearly defined categories, for example, 'toys', 'clothing', 'transport' etc.</p>	

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		<p>example, by improving lives or changing people's ideas. Some KS1 pupils may be ready to work with other simple criteria for significance for example, 'remarkable or unusual.'</p>			
Year 3	<p>Can identify changes over time by looking at developments across an increasingly extended chronology, for example, exploring changes from the Stone Age to the Iron Age or the changing power of the monarchy from 1066. Can create dated, scaled timelines with a focus on developing a sense of scale and duration.</p>		<p>Can explain how some causes link together in cause-and-effect relationships and can explain how different causes link together in and interconnected web of related causes and consequences.</p>	<p>Begin to make more complex comparisons between different civilisations and to give reasons for these.</p>	<p>Pupils learn to ask the question: How do we know? When finding out about the past. They explore and describe different types of sources relating to their own lives and use these as evidence to explain how they know about their own life history. Next, they explore objects and images from the past, describing what they see and linking these with historical narratives. They come to understand how historical accounts need to be based on and supported by evidence and are different from</p>

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					stories and storytelling in this respect.
Year 4		Enquires about historical significance are placed within a longer time frame demanding a greater breadth of knowledge. Questions of degree are also introduced such as 'How deeply were lives affected? How many? How long lasting- can impact be seen over time as well as at the time? Do we still feel the effects?		Can identify more complex similarities and differences, for example, when comparing different cultures, differing degrees of impact.	Pupils use sources to find out about and make simple claims about people or events in the past. They start to combine information from more than one source. They learn to make 'cautious claims' such as, 'Perhaps ...', 'Maybe ...', 'It is possible that ...' Pupils use a wider range of increasingly complex and conflicting sources. They cross reference, actively seeking corroboration or difference rather than merely combing sources. They make claims using phrases such as, 'It is possible/probable that ...', 'Most evidence suggests ...'

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Year 5			Understands that different causes have different levels of influence- can rank causes and reason about their relative importance.	Can identify more complex similarities and differences, for example, when comparing different cultures, differing degrees of impact, or different casual factors, etc, both within and across periods. Examples might include comparing features of different early civilisations; contrasting the role and experience of different groups and localities in the Second World War; or exploring contrasting casual factors to explain migration to Britain through time.	'Pupils draw simple references from artefacts and images, and begin to make claims about the past that go beyond what they can see for certain. Pupils understand the need to 'work things out' from historical sources, going beyond the literal to make claims based on inference.
Year 6	Can identify changes over time by looking at developments across an increasingly extended chronology, for example, exploring changes from the Stone Age to the Iron Age or the changing power of the monarchy from 1066. Can create dated, scaled timelines with a focus on developing a sense of scale and duration.	Able to deal with a longer time frame, demanding a greater breadth of knowledge. Can discuss questions of degree, such as 'How many people were affected? And 'Do we still feel the effects today? And show awareness that	Can suggest ways causes and consequences could have changed the outcome of events- can make comments on the necessity of the event in history.		Pupils distinguish between sources that are useful for a particular enquiry and those that are less useful or irrelevant. Pupils interrogate and evaluate their sources in a deliberate attempt to gauge their usefulness or reliability

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		statements about historical significance are interpretations. Some pupils might be ready to suggest historically meaningful criteria of their own.			for a given enquiry. They understand that the questions we are asking about the past lie at the heart of using evidence.
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