

Steeple Claydon School Progression Criteria – History

Strand	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Constructing the past	Children talk about past and present events in their own lives and in the lives of family members.	Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot).	The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot).	Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians).	Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements).	Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life).	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).
Sequencing the past	Understanding of changes in their own lifetime personal timeline.	Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline).	Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline).	Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).	Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).	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 developments, people and events on an annotated timeline).	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 Ancient Greek developments, people and events).
Change and development	Compare and contrast characters from stories,	Can identify a few similarities, differences and changes occurring	Can identify independently a range of similarities, differences and	Can describe some similarities, differences and changes occurring	Can make valid statements about the main similarities,	Can provide valid reasons why some changes and developments were	Can compare similarities, differences and changes within and

	including figures from the past.	within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes).	changes within a specific time period (e.g. recognise differences in aeroplanes from different decades).	within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).	differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).	important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).	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).
Cause and effect	Talk about changes.	Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot).	Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).	Can describe some relevant causes for, and effects on, some of the key events and developments covered.	Can comment on the importance of causes and effects for some of the key events and developments within topics.	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 in an order of importance as to why the Vikings came to Britain).	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 travellers and how important this was in their success).
Significance and interpretations	Comment on images of familiar situations in the past.	Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer).	Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of	Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain).	Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).	Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).	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

			the life of a famous explorer).				and legacy of the Ancient Greeks).
Planning and carrying out a historical enquiry	They answer 'how' and 'why' questions about their experiences and in response to stories and events.	Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).	Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).	Can ask valid questions for enquiries and answer using a number of sources.	Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	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).	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.
Using sources as evidence	Comment on images of familiar situations in the past.	Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local	Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to	Can understand how sources can be used to answer a range of historical questions.	The pupil can recognise possible uses of a range of sources for answering historical enquiries.	Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the	Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).

		hero or heroine, such as from pictures, artefacts or a story).	select information about the key features of the life of a local hero or heroine).			locality during the Second World War).	
Historical Concepts	Monarchy	Getting familiar with current monarchy, Bonfire Night	Bright Lights, Big City: Charles II and Great Fire of London Towers, Tunnels & Turrets: William the Conqueror	Warriors and Raiders: Roman Caesars, Boudicca, Alfred the Great		Revolution: Queen Victoria Civilisations: Pharaohs: Tutankhamun, Ramesses II, Cleopatra	
	Democracy/ Parliament	Bonfire night	Towers, Tunnels & Turrets: Domesday Book Superheroes: Rosa Parks' & Emily Davidson's campaigns	Ancient Greeks and early democracy		Codebreakers: Democratic Allied forces	
	Civilisations/ Empire		Towers, Tunnels & Turrets: Norman Conquest	Scrumdiddlyumptious: Aztecs Warriors & Raiders: Romans, Anglo-Saxons Ancient Greece		Civilisations: Ancient Egypt Hola Mexico: Mayans, Aztec; Spanish Empire Codebreakers: Nazi German empire	
	Trade	Links to 'People who help us'		Scrumdiddlyumptious: Cacao beans/ chocolate Warriors & Raiders: Romans invading for tradeable items		Revolution: Rise of industrial factories	
	Conflict		Towers, Tunnels & Turrets: Norman Conquest; military use of castles	Warriors & Raiders: Romans/ Anglo-Saxons/ Viking invasions		Codebreakers: WWII Civilisations: Egyptians and Hittites (Ramesses II)	

	Cause & Consequence		<p>Superheroes: Rosa Parks' & Emily Davidson's campaigns</p> <p>Bright Lights, Big City: Cause and consequence of Great Fire</p>	<p>Ancient Greece: Influence on modern life and democracy</p> <p>Scrumdiddlyumptious: History of chocolate</p>	<p>Revolution: Effects of Industrial Revolution on country, inventions and lifestyle</p> <p>Codebreakers: Causes of WWII</p> <p>Stargazers: Cold War and USSR space successes leading to US Apollo 11 moon landing</p>
	Significance	Making sense of their own life story and family history	<p>Superheroes: Significance of Rosa Parks' & Emily Davidson's campaigns</p> <p>Land Ahoy: Significant pirates, such as Blackbeard</p> <p>Towers, Tunnels & Turrets: Why castles were important</p>	<p>Ancient Greece: Significant Greeks</p> <p>Warriors & Raiders: Inventions and innovations from Romans</p> <p>Lights, Camera, Action: Inventions of cameras/ film/ recorded music, etc</p>	<p>Civilisations: Is Tutankhamun's significance in his life or death?</p> <p>Stargazers: Is moon landing significant if no one has returned?</p> <p>Revolution: Significant inventions affecting society; Victoria's significance</p>
	Social Hierarchy		<p>Towers, Tunnels & Turrets: Hierarchy within kingdom and castle</p> <p>Superheroes: Rosa Parks' & Emily Davidson's campaigns For equality</p>	<p>Ancient Greece: Democracy</p> <p>Scrumdiddlyumptious: Fairtrade/ slavery</p> <p>Warriors & Raiders: Emperors, slaves and dictatorship</p>	<p>Civilisations: Pyramid of influence: slaves up to pharaoh</p> <p>Revolutions: Safety reforms in mines and factories</p>
Vocabulary	Birthdays Days, months, seasons.	Year, decade, century, date, ancient, modern, living memory, timeline, invention, chronological order, significant, historian, opinion, artefact, generation, castle 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.	B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini), invasion, civilisation, empire, emperor, millennium, archaeology/ archaeologist, consequence, culture, first-hand evidence, second-hand evidence,	Anachronism, Neolithic, monarchy, Pharaoh, pyramid, mummification, revolution, primary source, secondary source, propaganda, stereotype, diversity, excavate, excavation, Allied, Axis, legacy, biased	

			continuity, settlement, legacy, chronology, Roman, Caesar, military, revolt	
Knowledge		Changes within living memory. Great Fire of London in 1666 (how it started, and its effect on the city), as recorded in Samuel Pepys' diary. Lives of significant individuals: e.g. Rosa Parks and her role in the American civil rights movement, Florence Nightingale, and how she revolutionised hospital care in Crimean War.	Roman Empire and Britain, e.g.: Julius Caesar's attempted invasion in 55-54 BC; Hadrian's Wall, Boudica and resistance, Romanisation of Britain. Vikings: Viking raids and invasion; resistance from Alfred the Great.	Stone Age to Iron Age: Neolithic hunter-gatherers and early farmers (Skara Brae); Bronze Age – Stonehenge; Iron Age hill forts and tribal Kingdoms. Early civilisation – Egypt. Non-European civilisation – Mayans. Bletchley Park's significance within WWII.