



History Progression and Assessment Criteria 2022-23

If, at the end of each key stage, a child has met the below requirements, we deem them to be ARE for history within our school.

We carry out 'sticky knowledge' checks every half term in line with research which shows that retrieval checks of knowledge at regular, spaced intervals enable knowledge to be transferred to long-term memory. Progress is measured by children knowing and remembering more.

Chronological knowledge/understanding (inc second order concepts- cause and effect, continuity and change/similarity and difference, significance)

Substantive knowledge and substantive concepts

Disciplinary knowledge (including historical interpretation and historical enquiry)

EYES:

- *Begin to make sense of their own life-story and family's history.*
- ***Cause and effect:** Remembering events , losses in their past (lost toys, old friends)*
- ***Significance:** know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)*
- ***Continuity and change:** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class*
- *To explore substantive concepts through stories such as king/queen*
- *To explore items from the past and ask questions*

KS1:

- *To use a simple timeline to place important events focusing on*
- ***Cause and effect:** Know about the cause of an event studied this year.*
- ***Significance:** Know the name of a significant person and explain why they are famous.*
- ***Continuity and change:** Know some things which have changed / stayed the same in the past*
- *Know most substantive knowledge history topics taught up until KS1*
- *To begin to understand substantive concepts such as king/queen, class systems, poverty, law, industry, parliament, through their taught topics*
- *Understand that historians use sources from the past and explore these*
- *Historical enquiry : identify difference examples of sources, such as artefacts, paintings, diary entries and eyewitness reports*

LKS2:

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and to be able to construct a timeline divided into these parts.
- Have a mental timeline of the history of the British Isles.
- **Cause and effect:** know causes of events and consequence
- **Significance:** Know some important events, places and people from the past
- **Continuity and change:** know similarities and differences between daily lives of people in the past and today: Know of main changes/constants.
- Know most substantive knowledge taught in all history topics taught up until LKS2
- To continue developing an understanding of substantive concepts such as king/queen, class systems, poverty, law, industry, parliament, civilisation, settlement, empire, invasion, treaty, alliance, justice systems, beliefs, culture through their taught topics
- **Historical enquiry:** Understand that historians use sources from the past including archaeology. Know that there are primary sources and secondary sources and that some sources are more reliable than others.
- **Historical interpretation:** explore the idea that there are different accounts of history.

UKS2:

- To understand how historical civilisations occurred concurrently in different locations
- Order significant events, movements and dates on a timeline including intervals.
- **Cause and effect:** know causes of events and consequences & explain why
- **Significance:** know, make links & draw comparisons between some important events, places and people:
- **Continuity and change:** know similarities and differences between daily lives, including social, cultural, religious diversity of people. Make links between periods of history studied.
- Know most substantive knowledge taught in all history topics taught
- To understand substantive concepts such as king/queen, class systems, poverty, law, industry, parliament, civilisation, settlement, empire, invasion, treaty, alliance, justice systems, beliefs, culture, movement, tax, trade
- **Historical enquiry:** Understand that historians make judgements use reliable sources of evidence to answer questions, understand that evidence must be joined up, cohesive
- **Historical interpretation:** Realise that there is often not a single answer to historical questions
- Begin to interpret sources of evidence themselves, evaluate their reliability to answer questions