Rising Stars History Progression Framework

Numbering system: Subject.Key Stage.Strand

Strand	Key Stage 1			
	Progression statement	*What to look for* guidance (Working towards expectations)	*What to look for* guidance (Meeting expectations)	*What to look for* guidance (Exceeding expectations)
Historical Knowledge				
1. Constructing the past	H.1.1.1. Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.	H.1.1.2. 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).	H.1.1.3. 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).	H.1.1.4. The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it).
2. Sequencing the past	H.1.2.1. Know where people and events fit within a chronological framework.	H.1.2.3.a. 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).	H.1.2.4.a. 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).	H.1.2.5.a. Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised (e.g. independently select a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence).
	H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passing of time.	H.1.2.3.b. Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.	H.1.2.4.b. Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').	H.1.2.5.b. Can use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.
History Concepts				
3. Change and development	H.1.3.1. Identify similarities and differences between ways of life in different periods. Study changes within living memory.	H.1.3.2. Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes).	H.1.3.3. Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades).	H.1.3.4. Can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in aviation over a century).
4. Cause and effect	H.1.4.1. 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.	H.1.4.2. Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot).	H.1.4.3. 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).	H.1.4.4. Can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes, motives and effects of the Gunpowder Plot).
5. Significance and interpretations	H.1.5.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	H.1.5.2. Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer).	H.1.5.3. 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 the life of a famous explorer).	H.1.5.4. Can provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion).
Historical Enquiry				
6. Planning and carrying out a historical enquiry	H.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 a wide vocabulary of everyday historical terms.	H.1.6.2. 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).	H.1.6.3. 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).	H.1.6.4. Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response).
7. Using sources as evidence	H.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.	H.1.7.2. 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 hero or heroine, such as from pictures, artefacts or a story).	H.1.7.3. 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 select information about the key features of the life of a local hero or heroine).	H.1.7.4. Can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine).