

History Progression Framework

OLS	Substantive knowledge				Disciplinary knowledge
	Chronology The study of the big picture of events across time. Pupils gradually build up a sense of how periods and events fit together in sequence	Understanding of substantive concepts			
		Significance Some events, ideas or people have had such a long-lasting impact on the world that they could be significant	Continuity and change The basis of comparisons between some point in the past and the present, or between two points in the past, such as before and after	Cause and effect The 'how and why' of history. These questions start the search for cause that led to a change or event that we examine, and then the consequences of these	Historical enquiry Building knowledge towards answering carefully designed enquiry questions that reflect the kinds of questions that historians ask and how they investigate the past
Working towards	<ul style="list-style-type: none"> Recognises pictures of events of the more distant past Recognises pictures of people in the more distant past Looks at and responds to pictures of themselves at different ages Gives the day an appropriate name that may not be correct Identifies some of the days of the week 	<ul style="list-style-type: none"> Recognises their family in a photograph / video 	<ul style="list-style-type: none"> Recognises obvious differences between the past and present in their own lives Identifies a difference in a photo of a person taken when they are young and older Identifies a difference when looking at a photograph of a place taken long ago and more recently 	<ul style="list-style-type: none"> Notices obvious changes – i.e. leaves changing colour Observes and responds to a change over time, e.g. tadpoles turn to frogs Shows some basic awareness of cause and-effect 	<ul style="list-style-type: none"> Listens to stories or anecdotes of their own past Looks at pictures independently Recognises that pictures tell stories Indicates correctly pictures of characters and objects in response to questions

Stepping Stones	<ul style="list-style-type: none"> Sequence and describe familiar events in their own lives and in lives of family members. <ul style="list-style-type: none"> Discusses key times of the day in simple terms Explains what happened at a different time of the day, e.g. I played football at break Responds appropriately to time-based terminology, e.g. we will do that in the morning, where are we going after lunch? etc. Communicates what they saw earlier in the day Communicates what they saw yesterday Sequences two pictures of daily events, e.g. first: eat breakfast; then: go to school Sequences three pictures of daily events Talks simply how one day can be different to another, e.g. when in the setting or at home With support, use everyday language related to time: old, new, a long time ago Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents 	<ul style="list-style-type: none"> Follows simple, short stories about events in the past Follows simple, short stories about people in the past 	<ul style="list-style-type: none"> Identify that things from the past might be different from today – technology, cars, houses etc. Identifies a difference between an old and new object Identifies some differences in clothing, e.g. costumes in different eras 	<ul style="list-style-type: none"> Comments on obvious changes in their own lives Shows an awareness that some things always happen, e.g. water always makes paper wet, etc Suggests a causal connection using an appropriate conjunction when discussing a familiar topic, e.g. completes a phrase verbally using a conjunction, 'We ate an apple ... we were hungry' 	<ul style="list-style-type: none"> Points out and simply describes the information contained in a photo or picture Pairs similar artefacts from different times, e.g. kitchenware or weapons Describes some aspects of an artefact in simple terms Identifies objects as being from the past or present Discusses information that can be found in photographs or drawings Be curious about people and show interest in stories With support, asks appropriate questions relating to the past
	Chronology	Significance	Continuity and change	Cause and effect	Historical enquiry

<p>Oakwood Learning Stage 1</p>	<ul style="list-style-type: none"> Identify that events and changes have happened in order – they know what a timeline is. Identifying that events and people from the past may have occurred across a greater period of time than just themselves Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after Identify that there are different periods of time in history 	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends Identify that events have happened in the past and significant people from the past have helped shape the present locally Includes historical terms given when communicating about an element of history With support, identify and retell some details of main historical story settings, events and main characters 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time Know about similarities and differences between themselves and others, and among families, communities and traditions Identifies a similarity between their life and that of another in history Recognises simple changes in an element of history over time, e.g. materials used for weapons Recognises simple differences in an element of history, e.g. technology Recognises simple similarities in an element of history e.g. clothing or food Recognises simple differences in old and new objects Gives simple reasons for a difference between old and new objects 	<ul style="list-style-type: none"> Question why things happen and give explanations Suggests a reason why someone in a historical story acted that way, e.g. they wanted to be king Suggests what might change or be affected after an event in history Recognises simple causes behind actions/events in history Recognises simple consequences of actions/events in history 	<ul style="list-style-type: none"> Listens and responds to stories about elements of history Respond to simple questions about the past Ask simple questions when unsure on something (i.e. “what does this mean?”) Know that information can be retrieved from books and computers Observe and handle evidence to ask simple questions about the past – i.e. observes artefacts carefully, describing or drawing what they have seen
	<p>Chronology</p>	<p>Significance</p>	<p>Continuity and change</p>	<p>Cause and effect</p>	<p>Historical enquiry</p>

Oakwood
Learning
Stage 2

<ul style="list-style-type: none"> Order dates from earliest to latest on simple timelines Sequence pictures from different periods Organises objects in sequence according to age Use common words and phrases relating to the passing of time: old, new, earliest, latest, past, present, future, new, newest, old, oldest, modern, before, after Describe memories and changes that have happened in their own lives Demonstrates some understanding of where people, events and societies fit in a simple chronological framework 	<ul style="list-style-type: none"> Talk about who was important (i.e. in a simple historical account) Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer' Identifying that the past can be commemorated each year at specific times Gives a simple definition of common terms relating to an element of history, e.g. archaeology, Pharaoh, throne Describes elements of a period of history using some appropriate terms, e.g. legion/shield Recalls details from a story and communicates them to others Communicates about a significant individual from history, explaining simply how they have contributed to national and international achievements Lists some key facts about an important place, society or civilization in history Identifies important events in history and states some key facts about it 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society <ul style="list-style-type: none"> Describes how some familiar things change over time Recognises simple changes which are due to the actions of a person or society Recognises simple changes which are due to a historical event Explains simply how their own lives are different to those in the past Identify similarities / differences between ways of life at different times <ul style="list-style-type: none"> Recognises simple elements which may have stayed the same after an event in history Recognises simple elements which may have changed after an event in history 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Recognises why an event happened and what occurred as a result 	<ul style="list-style-type: none"> Ask simple questions to develop understanding (i.e. "how and why" questions in response to stories or events) Begin to justify answers using sources/part of stories to show understanding Look carefully at pictures/objects to find information and respond to simple questions about the past Choose and select evidence and says how it can be used to find out about the past Suggests how we can find out about an element of history Identifies different ways historians depict the past, e.g. paintings
Chronology	Significance	Continuity and change	Cause and effect	Historical enquiry

<p>Oakwood Learning Stage 3</p>	<ul style="list-style-type: none"> Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time; Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 	<ul style="list-style-type: none"> Using correct use of historical words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' Demonstrates some knowledge of key facts about a person studied Demonstrates some knowledge of key facts about a significant event Describes simply the key achievements of a person or society, using evidence from two or more sources, e.g. story, painting, artefacts Communicates some knowledge of key facts about a person studied, using evidence from two or more sources, e.g. story, painting, artefacts Describes key characteristics of a time in history 	<ul style="list-style-type: none"> Gives a reason for a similarity between events or people in history with simple evidence to back up their idea Gives a reason for a difference between events or people in history with simple evidence to back up their idea Recognises obvious differences and similarities between elements of different times in history Compares what life was like in relation to their own or another time in history 	<ul style="list-style-type: none"> Recognises simple reasons behind the changes in elements of life during a period of history 	<ul style="list-style-type: none"> Pupils are beginning to ask more in-depth questions that develops their understanding (i.e. "what would have happened if X did Y instead of Z?") Records observations, answers to questions and annotates illustrations to show their account of what happened historically Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past Locates position of the historical place studied on a world map with some support
	<p>Chronology</p>	<p>Significance</p>	<p>Continuity and change</p>	<p>Cause and effect</p>	<p>Historical enquiry</p>

<p>Oakwood Learning Stage 4</p>	<ul style="list-style-type: none"> Using phrases and words to describe the passing of time -e.g. 'duration' 'period' 'era' 'concurrent', 'during this time' 'previously' 'compared to' Uses dates appropriately when discussing times, events and people in history Indicates the period of history using the correct terms Recognises that the past can be divided into different periods Places significant people, events or places within a given chronological framework 	<ul style="list-style-type: none"> Includes some abstract vocabulary associated to different times in relation to aspects covered, e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' and 'reliable' Gives reasons why an event, person or place is important in history Describes the achievements of significant people Places the region of historical significance, e.g. event or civilization on a world map Demonstrates an understanding of the geographical importance of places studied, e.g. where the Saxons or Scots came from and why they settled where they did Describes key achievements of a period in history, explaining why it is of historical interest Displays knowledge of the sequence and duration of different societies studied in history Demonstrates an understanding of key features of a historical concept, person or event with some use of evidence to back up their ideas 	<ul style="list-style-type: none"> Describes continuity and change throughout a period in history, e.g. how a settlement had to develop geographically or belief system staying constant Makes simple links between changes within and between periods of time, e.g. how religion changed with different rulers Recognises some similarities and differences within a period of history Recognises some similarities and differences between periods in history Describes elements that are similar or different within and between periods of history using evidence to back up their view 	<ul style="list-style-type: none"> Explains the cause behind an event in history simply and describes the consequences of the event for the people of that time Pinpoints big changes or turning points within a period in history Suggests how a person or society made mistakes, e.g. when describing the demise of a civilization 	<ul style="list-style-type: none"> Ask questions that develops their understanding, and are beginning to question other people's opinions. Know the difference between primary and secondary sources of evidence. Use a range of sources to collect information about the past and begin to challenge sources of information. Draws simple conclusions based on their findings Finds evidence to support their prediction or answer Extracts and combines information from more than one given source Plans questions to research from sources Explains what historical evidence can tell us about people, events or places in history, e.g. archaeological remains Contrasts simple interpretations of an event, theme or person's actions with some support
	<p>Chronology</p>	<p>Significance</p>	<p>Continuity and change</p>	<p>Cause and effect</p>	<p>Historical enquiry</p>

<p>Oakwood Learning Stage 5</p>	<ul style="list-style-type: none"> Using phrases, words and accurate times to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Know how some historical events/periods occurred concurrently in different locations 	<ul style="list-style-type: none"> Identifies and describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives of others or history Identifies the reasons why a place, person or event is historically important Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history Uses conventional historical terminology to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias' Draws on new historical vocabulary they have come across and uses correctly in the course of their writing Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as evidence of a religion 	<ul style="list-style-type: none"> Know and describe in some detail the main changes to an aspect in a period of history being studied; Explains how or why they sequenced artefacts to show changes or developments over time Describes and makes links between some significant people, events or places within and across periods of history Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment Identifies similarities and differences between ways of life or culture during a period in history 	<ul style="list-style-type: none"> Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history Describes the build up to an event in history that had significant consequences for the people of that time Describes how changes/ technological advances impacted people or events in society during a period of history, e.g. Islamic scholars using paper instead of papyrus 	<ul style="list-style-type: none"> Investigate own lines of enquiry by posing historically valid questions to answer. Suggests why not all sources of information can be relied on Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Pupils organise information purposefully when responding to or asking questions. Recognise when they are using primary and secondary sources of information to investigate the past Shows an awareness of how some aspects of the past have been represented and interpreted in different ways Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites
	<p>Chronology</p>	<p>Significance</p>	<p>Continuity and change</p>	<p>Cause and effect</p>	<p>Historical enquiry</p>

Oakwood Learning Stage 6

<ul style="list-style-type: none"> Makes appropriate use of terminology or dates and uses terms such as 'nineteenth century', showing a developing sense of the chronology of history Order an increasing number of significant events, movements and dates on a timeline using dates accurately - use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Demonstrates a chronologically secure knowledge of significant events and people within and across periods of history studied 	<ul style="list-style-type: none"> Uses some specialist historical terminology correctly in narratives Gives a detailed account of a significant event or person in history, which demonstrates understanding of the impact within consequent times and societies Demonstrates understanding of the past through some detailed, balanced descriptions and explanations 	<ul style="list-style-type: none"> I can describe / make links between main events, situations and changes within and across different periods/societies I can describe social, cultural, religious and ethnic diversity in Britain & the wider world Describes elements of life in a period of history which show continuity Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. Researches similar events in history to show connections with the similarities or differences of the outcome, e.g. showing power struggles Reaches conclusions about a society, civilization or period in history, e.g. how effective it was as a society and the legacy it may have left behind Describes similarities and differences between groups of people, e.g. that wanted power of England Links together and draws contrasts within periods of history and over longer periods of time 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes Describes the pace and extent of a change, pinpointing the turning point Describes how change and its consequences are interwoven within a specific event Describes the impact of changes in economy or culture in daily life Creates a well-structured account of life in history, showing how everyday life changed with the development of new systems or beliefs, using a range of evidence to back up their ideas 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Pupils question the validity of sources and understand the concepts of bias and propaganda Recognises and begins to explain the value of simpler sources with some consideration of their historical context with support Recognises and begins to explain how and why events, people and issues have been interpreted and represented in different ways in an historical context with support Reaches mostly reasoned conclusions using sources with support Investigates historical questions, problems or issues using the content of sources as evidence with support Presents their findings in a variety of forms using the information they have gathered Suggests how the use of technology has changed historical interpretation of evidence or artefacts Researches from at least three different sources and explains why they chose those sources Explores how a historical claim has been constructed using a variety of evidence Accounts for different versions of past events
--	---	--	--	--

	Chronology	Significance	Continuity and change	Cause and effect	Historical enquiry
<p>Oakwood Learning Stage 7 - 9</p>	<ul style="list-style-type: none"> • Use historical terms and concepts in increasingly sophisticated ways • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time 	<ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present 	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods • Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies 	<ul style="list-style-type: none"> • Analyze / explain reasons for, and results of, historical events, situations, changes 	<ul style="list-style-type: none"> • Pursue historically valid enquiries (including some they have framed) • Understand how different types of sources are used rigorously to make historical claims • Create relevant, structured and evidentially supported accounts