

PROGRESSION IN SKILLS & UNDERSTANDING AND EXPECTATIONS OF ATTAINMENT IN KS2 HISTORY

KS2 History Progression Ladder	Chronological Awareness	Knowledge and Understanding	Interpretations of History	Historical Enquiry	Organisation & Communication
<p>By the end of Year 2, pupils should be able to:</p> <p>(Level 2)</p>	<ul style="list-style-type: none"> • Use terms connected with the passing of time (before, after, modern, long ago, now, then) • Order events and objects • Make distinctions between aspects of their own lives and past times 	<ul style="list-style-type: none"> • Show knowledge of some aspects of the past and of some of the main events and people studied • Begin to recognise that there are reasons why people in the past acted as they did 	<ul style="list-style-type: none"> • Begin to recognise that there are different ways of representing the past 	<ul style="list-style-type: none"> • Ask & answer questions about the past by making simple observations from historical sources 	<ul style="list-style-type: none"> • Begin to select, organise and communicate items of information about the past
<p>By the end of Year 4, pupils should be able to:</p> <p>(Level 3)</p>	<ul style="list-style-type: none"> • Increasingly recognise that the past can be divided into different periods of time • Recognise some of the similarities and differences between these periods 	<ul style="list-style-type: none"> • Demonstrate knowledge of some of the main events, people and changes from the period studied • Begin to give a few reasons for, and results of, the main events and changes 	<ul style="list-style-type: none"> • Identify some of the different ways in which the past is represented 	<ul style="list-style-type: none"> • Ask and answer questions about the past • Suggest methods of finding answers by using historical sources 	<ul style="list-style-type: none"> • Select, organise and communicate historical information in a variety of ways, including ICT.
<p>By the end of Year 6, pupils should be able to:</p> <p>(Level 4)</p>	<ul style="list-style-type: none"> • Make appropriate use of dates & terms 	<ul style="list-style-type: none"> • Show knowledge and understanding of aspects of the history of Wales & Britain and other areas of content • Use their knowledge and understanding to describe the characteristic features of past societies and periods 	<ul style="list-style-type: none"> • Show how some aspects of the past have been represented and interpreted in different ways 	<ul style="list-style-type: none"> • Begin to select and combine information from historical sources to support an historical enquire and evaluate its success 	<ul style="list-style-type: none"> • Begin to produce structured work, making appropriate use of dates and some specialist terms

		<ul style="list-style-type: none"> • Identify changes within and across periods • Describe some of the main events, people and changes • Give some of the causes and consequences of the main events and changes and start to make links between them 			
KS2 – High Level Performance (Level 5)	<ul style="list-style-type: none"> • Pupils make appropriate use of dates and some specialist terms 	<ul style="list-style-type: none"> • Pupils’ work shows an increasing depth of knowledge of aspects of the history of Wales & Britain and other areas of content • They use this to describe, and make links between, features of past societies and periods • They describe events, people and changes 	<ul style="list-style-type: none"> • They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this 	<ul style="list-style-type: none"> • Using their knowledge and understanding, pupils are beginning to ask historical questions and evaluate historical sources. They identify those which are useful to answer specific enquiries and evaluate the success of their strategies 	<ul style="list-style-type: none"> • They select and organise information to produce structured work.

Produced by Don Trueman, Gwent Primary History Resource Service
Re-produced here by Fenella Hunt, GEM