



Developing as an Historian - A Progression Framework for History



Confidence demonstrated in one strand - **emerging**. Confidence demonstrated in two strands - **developing**. Confidence demonstrated in three strands - **secure**. Confidence demonstrated in four strands - **greater depth**

Steps	HISTORICAL KNOWLEDGE	EXPLAIN/ANALYSIS (2 nd order concepts)	PRIMARY SOURCE USE	INTERPETATIONS
Step C End of KS2/ Secondary Ready <i>Shares characteristics of skill expectations of G2 at GCSE.</i>	Pupil can use generalised historical knowledge using everyday language to show basic understanding of key features and characteristics. Pupil can order the main periods of history and link them to some important developments. They use a range of key historical terms with accuracy.	Pupil can begin to make general comments about cause/consequence/similarities & difference /significance in their work.	Pupil can use different types of primary source to investigate a historical issue, make a supported inference and make a general comment upon the utility of a source for an enquiry.	Pupil can compare 2 historical interpretations to identify the main similarities and differences between the two.
Step B Lower KS2	Pupil can use some basic historical knowledge about an event/person in written answers and can order most of the main periods in history on a simple timeline. Pupils us some of the key historical terms.	Pupil can produce simple generalised answers about some of the concepts we use in history - cause/consequence, change or the importance of an event/ person or place. They comment in general ways on similarities or differences between people/ places/ events/ features in different time periods.	Pupil can find information from a primary source and put it into their own words. Pupil can suggest some strengths/weaknesses of a source for a particular enquiry and the questions they have about the source.	Pupils can identify a representation/ interpretation. Pupil can identify the main message of an historical interpretation/ representation.
Step A End of KS1	Pupils can use some very simple historical details about events/ people or places studied in their work and can order some of the main periods in history, including their own lives. They use words to refer to the passage of time within their own and beyond living memory.	Pupils comment upon a simple cause/consequence, change or the importance of an event/ person or place. Pupils comment on similarities or differences between people/ places/ events/ features in different time periods.	Pupils sometimes identify a primary source and comment on what the source shows. They suggest simple questions to ask about a primary source or artefact and suggest simple answers to questions about sources/ artefacts.	Pupils sometimes identify a historical interpretation /representation and comment upon the message it gives.