

Subject Skills and Progression History

	Knowledge and understanding of past events, people and changes in the past	Historical interpretation	Historical enquiry
Year 5	<p>Pupils can:</p> <ul style="list-style-type: none"> identify a variety of social, cultural, religious and ethnic diversities within British society and the wider world. state simple causes and consequences of the major events, situations and changes within the periods studied. discuss the impact and causes of historical change in Britain. 	<p>Pupils can:</p> <ul style="list-style-type: none"> look at different versions of the same event and identifies differences in the accounts. give clear reasons why there may be different accounts of history. 	<p>Pupils can:</p> <ul style="list-style-type: none"> use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. ask a range of questions about the past. choose reliable sources of evidence to answer questions. recognise that there is often not a single answer to historical questions.
Year 6	<p>Pupils can:</p> <ul style="list-style-type: none"> discuss the impact and causes of historical change in Britain. identify and contrast changes and trends between different periods. give own reasons why changes may have occurred, supported with evidence. describe similarities and differences between historical eras studied. 	<p>Pupils can:</p> <ul style="list-style-type: none"> suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. demonstrate their understanding that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. 	<p>Pupils can:</p> <ul style="list-style-type: none"> identify and uses different sources of information and artefacts appropriately. state if a historical source is useful and accurate. form their own opinions about historical events from a range of sources. use appropriate historical terminology within their writing.

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	identify how history can impact modern society.		
Year 7	<p>Pupils can:</p> <p>demonstrate their knowledge and understanding of local, national and international history.</p> <p>describe in detail key historic events, key historic people and features of past societies.</p> <p>demonstrate their knowledge of chronology.</p> <p>develop their own reasons why societal factors changed throughout history.</p>	<p>Pupils can:</p> <p>independently suggest reasons/purpose for different interpretations of the same historical event/ person.</p> <p>recognise why some historical events, people and changes might be judged as more historically significant than others.</p> <p>investigate historical problems and issues and ask their own questions.</p> <p>form balanced arguments regarding an interpretation of a historical event/ key individual.</p> <p>justify their conclusions using the knowledge and sources.</p>	<p>Pupils can:</p> <p>evaluate sources to establish evidence for particular enquiries.</p> <p>Understand that some sources are more useful and have more utility than others.</p> <p>identify bias with sources and explain why.</p> <p>make developed comments regarding the source's origins and purpose.</p> <p>select and deploy information and make appropriate use of historical terminology to support and structure their work.</p>
Year 8	<p>Pupils can:</p> <p>demonstrate their knowledge and understanding of local, national and international history.</p> <p>explore the causes of historical events by exploring local, national and international history.</p> <p>describe aspects of history which have continued and stayed the same, giving reasons why.</p>	<p>Pupils can:</p> <p>critically consider the purpose, origin and nature of sources.</p> <p>articulate why a particular historical source is useful or not.</p> <p>articulate the reliability of a particular historical source.</p> <p>explain why historians sometimes have to use unreliable sources to draw conclusions.</p>	<p>Pupils can:</p> <p>explain how interpretations have been formed, mentioning the origins and purpose of the interpretations.</p> <p>explain how historical time and interpretation may affect how the event/ key person is viewed in the future.</p> <p>form a conclusion based upon comparing and linking interpretations, supported by evidence.</p>



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discuss a variety of factors e.g. technology, religion and political factors when discussing continuity and change.

explain, with help, how different interpretations of the past have been developed.