



## End of key stage conceptual progression statements

End of Key Stage Gold Standard	Historical Significance	Evidence	Chronology, Change and Continuity	Cause and Consequence
<b>Key Stage 1</b>	Pupils understand historical significance is something that we discuss and decide for ourselves. They understand that significant events and people in the past led to change and/or were unusual in some way. (Scaffolded)	Pupils are aware of the difference between history and a story, they can answer the questions how do we know? They are aware that we use historical sources as evidence to support simple cautious claims about the past. (They can use cautious claims)	Pupils can create simple sequences timelines using the language of time. They can identify similarities and differences between today and a fixed point in time and can point out that some things change over time while others do not. They understand the idea of 'beyond living memory'.	Pupils can explain why something happened and not merely what happened, making simple because claims. They are aware that every event has multiple causes and can identify these. They begin to identify simple cause and effect relationships.
<b>Lower Key Stage 2</b>	Pupils understand historical significance is something that we discuss and decide for ourselves. They understand that significant events and people in the past led to change and consider questions of degree, how many? How deeply? How long lasting? <i>They can apply this understanding to their study of the impact of Roman settlement in Britain both at the time and over time.</i>	Pupils are aware that we use historical sources to construct an understanding of the past. They know not to rush to judgement based on limited evidence and that the claims they make should remain cautious, particularly those based on inference. They understand we often need to 'work things out' from historical sources, going beyond the literal.	Pupils can identify changes over time over an increasingly extended chronology rather than just then and now. They move from ordering and sequencing events to creating dated and scaled timelines. They develop a secure awareness of duration of historical time.	Pupils can explain why something happened and not merely what happened, making simple because claims. They can identify a wider range of causes and explain how these contributed to an event or development. They can talk about simple push and pull factors when explaining an event or development and can identify cause and effect relationships between causes.
<b>Upper Key Stage 2</b>	Pupils understand that statements about historical significance are based on interpretations which can change over time. They begin to suggest criteria of their own and use these to make their own judgements about significance.	Pupils can discuss whether they can depend on their sources to answer a particular question and that the usefulness or reliability of a source is something which changes depending upon the enquiry question asked.	Pupils are aware that some things in the past were changing while others remained stable and how the pace and extent of change can vary over time, with different groups experiencing change at different times and in different ways both positive and negative. They can use scaled timelines to make cautious claims about the pace of change and can identify turning points and trends. They can offer reasons for change and consider its extent at the time and over time.	Pupils can identify a wide range of causes and explain how these contributed to an event or development. They can identify push and pull factors when explaining an event or development and can identify cause and effect relationships between causes. They can reason about the relative influence of different causes.