



## **INTRODUCTION TO RISING STARS PROGRESSION FRAMEWORK FOR HISTORY**

### **What is the Progression Framework for History?**

This Framework provides information that can be used to help plan and assess pupil knowledge, understanding and skills in primary history. It covers the main expectations for children at key transition points – the end of Key Stage 1, the end of Year 4 and the end of Year 6.

The progression statements are taken from the Programme of Study for history. Each statement is accompanied by three 'What to look for' descriptors. These are designed to support planning for teaching and learning.

The Progression Framework is divided into three strands, which represent the main elements of good primary history. However, it is not intended for your teaching to be structured around the strands in isolation. Often, several of these strands will be linked together in planning and teaching.

To support you in defining and interpreting some of the subject-specific vocabulary, a glossary is included.

### **How can I use the Progression Framework?**

There are a number of ways in which it can be used by all those involved in teaching primary history. For example, the Framework can be used to:

- help you to understand the main features of effective history, and consider these in your planning
- provide all those teaching the subject in the school with some awareness of likely progression in history
- consider ways in which history teaching and learning can be differentiated
- support the setting of any assessment tasks
- help pitch teaching at expected standards
- provide some guidance of expected outcomes
- refocus planning on aspects where children seem to be under-performing and target any necessary support
- allow teachers to measure and record progress in a systematic way to provide more accurate information for senior leaders and other audiences
- provide evidence for reporting to parents.

Your subject leader/coordinator will be able to provide further guidance on how to get the best from the Framework.

### **For the history subject leader/coordinator**

The Framework is best used as a whole-school approach. This enables teachers to have a shared language and understanding of progression in history. You can supplement this by building up a portfolio of children's work that depicts the standards related to the progression statements.

While there is still a great deal to learn about progression in history, there is much we do know. It is certainly not just mastery of a series of 'can do' statements divorced from context. There is plenty of evidence that historical understanding is gained through reinforcement in different contexts and that sometimes there can be steps backwards interspersed with steps forward.

This means that the idea of a linear progression linked to chronological age needs to be treated with considerable caution, hence the way these progression statements are used. They should be seen as indicating a direction of travel rather than something absolute. Many pupils may well demonstrate some abilities ranging across the key stages.

It is recommended that children's work in history be assessed across several different contexts, to be confident that the statements have become embedded.

## **Frequently asked questions**

### **Why have you divided the curriculum into strands?**

There could have been just one heading entitled 'History' but that could have been seen as overwhelming and confusing with too many subsections. While seeing history as a coherent subject area, it is still possible to subdivide it into three strands centred around knowledge, conceptual understanding and historical enquiry/doing history.

### **What is meant by 'below expectations', 'meeting expectations' and 'exceeding expectations'?**

These terms have been used frequently in curriculum documents such as the former Qualification, Curriculum and Development Authority (QCDA) schemes of work to reflect what virtually all pupils at that particular age should achieve, what most should be able to do and what is achievable by higher attainers.

### **There are some terms and words that I don't recognise – what do they mean?**

For those words and phrases that are not self-evident, an alphabetical glossary is provided below.

### **How relevant is the Progression Framework to the National Curriculum?**

Very. The Framework has been produced using the 2014 National Curriculum Programme of Study for Key Stage 1 and Key Stage 2 history as a starting point. The progression statements in the Progression Framework are all taken from the 'Subject content' section of the Programme of Study.

### **Do I need the *Voyagers* material before it can be used?**

No. The Framework works as a standalone resource. However, if you are using *Voyagers*, each 'What to look for' descriptor includes an example from the assessment guidance in the most relevant unit to support your assessment for learning.

## **GLOSSARY**

### **What do all the terms mean?**

The Progression Framework uses a number of terms and phrases that are not immediately self-evident. These are explained below.

<b>Key term</b>	<b>Definition</b>
<b>Annotated timeline</b>	A timeline with annotation to depict the chronology, such as dates.
<b>Cause and effect</b>	Why things happened in history, why people did what they did and what the results were.
<b>Change and development</b>	Recognising similarities, differences, changes and developments.
<b>Comment</b>	Some analysis that demonstrates knowledge or historical understanding rather than just paraphrasing what the children have in front of them.
<b>Complex sources</b>	A range of sources that include more than short extracts, enabling children to search for relevant evidence.
<b>Constructing the past</b>	Building up a greater knowledge of events, themes, periods, societies, individuals and situations.
<b>Context</b>	The wider historical picture or background, such as the national dimension to a local event.
<b>Dimensions</b>	Aspects of a theme, development, society or event, such as political, social, economic or cultural.
<b>Events</b>	Largely specific occurrences, such as wars and plagues.
<b>Family history</b>	Specifically own family, but could be the history of others'.
<b>Global history</b>	International – beyond the British Isles.
<b>Historical enquiries</b>	Usually an open-ended investigation involving more than one source.
<b>Independently</b>	Pupils showing initiative and confidence to work with minimal or no guidance on the specific task.
<b>Key vocabulary</b>	The <i>Voyager</i> units each contain a list of key vocabulary, but different subject-specific terminology could be used.
<b>Local history</b>	The history of an area or region.
<b>National history</b>	The history of what constitutes the United Kingdom.
<b>Overview</b>	Portraying the general features that provide a broad grasp of the key historical issues of the theme, topic or unit but without the details.
<b>Planning and carrying out a historical enquiry</b>	The various activities involved in answering historical questions and carrying out an enquiry, including devising questions; locating and selecting different sources of evidence; using this evidence effectively to produce clear and effective responses in a variety of appropriate formats; using relevant terms and vocabulary; and the ability to judge the work and suggest ways in which it might be developed or improved. The progression statements look at some aspects separately as well as a complete activity.
<b>Sequencing the past</b>	Recognising the chronological order of history and the links between historical periods to gain a sense of time and a map of the past.
<b>Significance and interpretations</b>	What was seen as important at the time and later, and how it is possible to view history from different perspectives.
<b>Situations</b>	A description of a static state of affairs, such as a geographical description of Egypt.
<b>Substantiated</b>	An opinion or judgement backed up with a piece of historical content or a source reference.
<b>Themes</b>	A study of a specific aspect over a period of time, such as leisure, education and medicine.
<b>Time periods</b>	Usually an extended period of time or era that can require collating information across more than one topic.
<b>Typical</b>	Recognising whether something was commonplace or followed the usual pattern.
<b>Using sources as evidence</b>	Using and evaluating sources when answering a historical question or carrying out an investigation.
<b>Valid historical questions</b>	Those that are worthwhile in eliciting historical knowledge and understanding rather than more generic information such as general comprehension, numeracy and observation.