

Year 3 History Progression

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
Constructing the past			
H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	H.2.1.2. The child is beginning to identify details from several themes, societies, events and significant people covered in local, national and global history. E.g. Identify some of the achievements made by Ancient Egyptians.	H.2.1.2. The child can identify details from several themes, societies, events and significant people covered in local, national and global history. E.g. Identify some of the achievements made by Ancient Egyptians.	H.2.1.3. The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians and their achievements.
Sequencing the past			
H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.2. The child is beginning to sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.	H.2.2.2. The child can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.	H.2.2.3. The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages.
Change and development			
H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.2. The child is beginning to describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. E.g. Describe some similarities and differences between the Earlier and New Stone Ages.	H.2.3.2. The child can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. E.g. Describe some similarities and differences between the Earlier and New Stone Ages.	H.2.3.3. The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age.

Cause and effect

H.2.4.1. Address and devise historically valid questions about cause.

H.2.4.2. The child is beginning to describe some relevant causes for, and effects on, some of the key events and developments covered. E.g. Describe some reasons why conditions for children changed over time.

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H.2.4.3. The child can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.

Significance and interpretations

H.2.5.1. Address and devise historically valid questions about significance.

H.2.5.3.a. The child is beginning to select what is most significant in a historical account. E.g. Describe in some detail some of the most significant features of Roman Britain.

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H.2.5.4.a. The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant.

H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.

H.2.5.3.b. The child is beginning to provide a reason why two accounts of the same event might differ. E.g. Recognise and provide a reason why different people might have different views about the Romans.

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H.2.5.4.b. The child can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Boudica.

Planning and carrying out a historical enquiry

H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.

H.2.6.2. The child is beginning to ask valid questions for enquiries and answer using a number of sources. E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.

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H.2.6.3. The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.

Using sources as evidence

H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.

H.2.7.2. The child is beginning to understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods of childhood.

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H.2.7.3. The child can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.