



HISTORY

SOLO TAXONOMY PROGRESSION

Developing historical thinking
from Nursery to Year 6



PRE-STRUCTURAL

I am just beginning to understand.
I am not yet able to do this on my own.



UNI-STRUCTURAL

I can identify or name a simple idea or fact.



MULTI-STRUCTURAL

I can describe several ideas or events.



RELATIONAL

I can connect ideas or events and explain relationships.



EXTENDED ABSTRACT

I can apply my learning in a new way, make comparisons and consider different perspectives.



THINK HISTORICALLY

Ask questions about the past and its impact.



ENQUIRE DEEPLY

Investigate sources, evidence and interpretations.



CONSIDER PERSPECTIVES

Explore different viewpoints and experiences.



MAKE MEANING

Construct coherent explanations and reasoned arguments.



UNDERSTAND IMPACT

Recognise change, continuity and significance over time.



COMPASSION

We show love and care for one another.



AMBITION

We aim high and strive to achieve.



REJOICE

We celebrate our faith and the achievements of all.



EXCELLENCE

We give our best in everything we do.



SERVICE

We serve others and make a difference.

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Compassion



Ambition



Rejoice



Excellence



Service

CARES

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WHAT IS SOLO TAXONOMY?

SOLO stands for Structure of Observed Learning Outcomes. It is a way of describing how children's understanding grows in complexity as they learn.



It shows progression in thinking – from very simple ideas to deep, connected understanding.



It helps children build stronger historical knowledge, skills and understanding over time.



It supports challenge for all learners by scaffolding the next step in their thinking.



It enables teachers to plan purposeful questions, tasks and feedback that deepen historical thinking.



It develops confident, curious historians who can enquire, analyse, interpret and make meaning of the past.

THE SOLO PROGRESSION (SOLO LADDER)



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INCREASING COMPLEXITY OF THINKING

WHAT DOES THIS LOOK LIKE IN HISTORY?



ASK QUESTIONS
Wondering about the past.

What do you think happened? Why?



USE EVIDENCE
Finding and using sources of information.

What does this source tell us?



ANALYSE & EXPLAIN
Understanding cause, consequence and significance.

Why did this happen? What were the effects?



MAKE CONNECTIONS
Comparing, contrasting and identifying relationships.

How is this similar to or different from...?



EVALUATE & REFLECT
Judging significance and considering different viewpoints.

How significant was this event? Why?

USING SOLO IN OUR HISTORY CURRICULUM



RETRIEVAL

Helps pupils remember and build secure historical knowledge.



VOCABULARY

Develops rich historical language at every stage of learning.



ENQUIRY

Encourages curiosity and deeper investigation of the past.



DISCUSSION

Promotes meaningful talk and the sharing of ideas and evidence.



WRITING

Supports children to explain their thinking clearly and confidently.



ASSESSMENT

Provides a clear framework to assess and track progress.



CHALLENGE

Ensures all children are supported and challenged to think deeper.



ADAPTIVE TEACHING

Helps teachers plan the right next step for every learner.



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NURSERY & RECEPTION SOLO PROGRESSION



NURSERY



All About Me Who am I?

I can look at
photos of me.



I can name
something about
myself.



I can talk about
several things
about myself.



I can explain how
I have changed
as I have grown.



I can compare me
now with me as
a baby.



Celebrations & Traditions What do we celebrate?

I can look at
pictures of
celebrations.



I can name one
celebration.



I can name several
celebrations and
traditions.



I can explain why
people celebrate
different things.



I can compare
celebrations in the
past and today.



Transport Then & Now How has transport changed over time?

I can look at different
pictures of transport.



I can name one
type of transport.



I can name several
types of transport
and where they go.



I can explain how
transport has
changed over time.



I can think of ways
transport might
change in the future.



RECEPTION



Bonfire Night & Remembrance Why do we remember?

I can look at
pictures from
Bonfire Night and
Remembrance.



I can name one
thing we remember
on Bonfire Night
or Remembrance.



I can describe
several things
we remember.



I can explain why
we remember Bonfire
Night and why
Remembrance is
important.



I can compare Bonfire
Night with another
celebration.



Explorers & Journeys How have journeys of exploration changed the world?

I can look at
pictures of
famous explorers.



I can name one
explorer or
journey.



I can describe
several journeys
explorers made.



I can explain why
explorers' journeys
were important
and who they
helped.



I can compare
different journeys
and their impact.



People From the Past Who were significant people and what did they do?

I can look at
pictures of
people from
the past.



I can name one
famous person
from the past.



I can describe
several things
famous people did.



I can explain why
people from the
past were
significant.



I can compare
people from the past
and how they
changed the world.



WE BUILD
HISTORICAL
THINKING
FROM THE
VERY START



We ask
curious
questions.



We explore
evidence and
clues.



We talk about
our ideas and
listen to others.



We make
connections
and see
patterns.



We explain
our thinking
in different
ways.



We build
understanding
step by step.



We think deeply,
make meaning
and consider
others' ideas.



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KS1 SOLO PROGRESSION (YEARS 1 & 2)



YEAR 1



**Kings, Queens
and Leaders
of England**
Who has ruled
our country?



**A History
of Travel**
How have people
travelled over time?



**Victorian
Schools**
What was school
like in the past?



PRE-STRUCTURAL
(Just beginning)

I can recognise
pictures from the
past.



I can recognise
pictures of different
ways to travel.



I can recognise
pictures of schools
from the past.



UNI-STRUCTURAL
(One idea)

I can name one
king or queen.



I can name one way
people travelled in
the past.



I can name one
thing that was
different in schools.



MULTI-STRUCTURAL
(Many ideas)

I can name several
kings or queens and
say something
about them.



I can name several
ways people
travelled and
describe them.



I can describe
several things
about schools in
the past.



RELATIONAL
(Making connections)

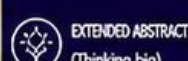
I can explain how
kings and queens
have helped shape
our country.



I can explain how
travel has changed
over time and why.



I can explain why
schools were
different in the
past.



EXTENDED ABSTRACT
(Thinking big)

I can compare a
leader from the past
with a leader today.



I can compare travel
in the past with travel
today and in the
future.



I can compare
Victorian schools
with schools
today.



YEAR 2



**Great Fire
of London**
What happened
and why?



**Suffragette
Movement**
Why did women
campaign for
their rights?



**Sinking of
the Titanic**
What happened
and what can we
learn?

I can recognise
pictures of the
Great Fire.



I can recognise
pictures from the
Suffragette Movement.



I can recognise
pictures of the
Titanic.



I can name one fact
about the Great
Fire of London.



I can name one thing
the suffragettes
wanted.



I can name one fact
about the sinking
of the Titanic.



I can describe
several events
that happened
during the fire.



I can describe several
ways the suffragettes
campaign for
women's rights.



I can describe
several events
that happened
on the Titanic.



I can explain why
the fire spread
quickly.



I can explain why
women felt it was
important to vote.



I can explain why
the Titanic
sank.



I can compare the
Great Fire of London
with another
disaster.



I can compare the
Suffragette Movement
with another campaign
for change.



I can compare the
Titanic with another
ship from the same
time period.



CHILDREN BEGIN
TO THINK LIKE
HISTORIANS BY...



SEQUENCING
Putting events
in order on a
timeline.



QUESTIONING
Asking good
questions about
the past.



COMPARING
Finding similarities
and differences
in the past
and present.



USING EVIDENCE
Looking at sources
such as pictures,
objects and
stories.



EXPLAINING CHANGE
Understanding what
changed, what stayed
the same and why.

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Compassion



Ambition



Rejoice



Excellence



Service

CARES

KS2 LOWER (YEARS 3 & 4)

YEAR 3

Stone Age



How did life change
from the Stone Age
to the Bronze Age?



PRE-STRUCTURAL
(Just beginning)

I can recognise pictures
related to the Stone Age.



I can recognise
pictures of different
ways to travel.



I can recognise
pictures of schools
from the past.



UNI-STRUCTURAL
(One idea)

I can name one thing
about the Stone Age.



I can name one way
people travelled in
the past.



I can name one
thing that was
different in schools.



MULTI-STRUCTURAL
(Many ideas)

I can describe several
aspects of life in the
Stone Age.



I can name several
ways people
travelled and
describe them.



I can describe
several things
about schools in
the past.



RELATIONAL
(Making connections)

I can explain how life
changed from the Stone
Age to the Bronze Age.



I can explain how
travel has changed
over time and why.



I can explain why
schools were
different in the
past.



EXTENDED ABSTRACT
(Thinking big)

I can compare life in the
Stone Age with life
today.



I can compare travel
in the past with travel
today and in the
future.



I can evaluate the
impact of the Roman
Empire on the
modern world.



YEAR 4

Ancient Egypt



What achievements
made Ancient Egypt
so impressive?

I can recognise pictures
related to Ancient Egypt.



I can name one
achievement of
Ancient Egypt.



I can describe several
achievements of
Ancient Egypt.



I can explain why the
achievements of
Ancient Egypt were
so impressive.



I can compare Ancient
Egypt with another
ancient civilisation and
evaluate its legacy.



Vikings and Anglo-Saxons



How did the Vikings
and Anglo-Saxons
shape Britain?

I can recognise pictures
related to the Vikings
and Anglo-Saxons.



I can name one thing
about the Vikings and
Anglo-Saxons.



I can describe several
aspects of life in the
Viking and Anglo-Saxon
periods.



I can explain why the
Vikings and Anglo-Saxons
shaped Britain.



I can compare the
Vikings and Anglo-Saxons
with another society.



Industrial Revolution



How did the Industrial
Revolution change
Britain?

I can recognise pictures
related to the Industrial
Revolution.



I can name one thing
about the Industrial
Revolution.



I can describe several
changes that happened
during the Industrial
Revolution.



I can explain why the
Industrial Revolution
began in Britain.



I can evaluate how the
Industrial Revolution
changed people's lives.



CHILDREN CONTINUE
TO THINK LIKE
HISTORIANS BY...



SEQUENCING
Ordering events
on a timeline and
using dates
accurately.



QUESTIONING
Asking thoughtful
questions about
causes, change
and significance.



USING EVIDENCE
Finding and using a
range of sources to
find out about the
past.



COMPARING
Making comparisons
between events,
people, periods
and places.



EXPLAINING
Explaining causes,
consequences and
connections with
clear reasoning.



EVALUATING
Making judgements
about the past and
understanding its
impact today.



Stone Age



Ancient Greece



Roman Empire



Ancient Egypt



Vikings and
Anglo-Saxons



Industrial Revolution

Rooted in Faith • Growing Together • Reaching for the Future

HISTORY

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UPPER KS2 (YEARS 5 & 6)



Compassion



Ambition



Rejoice



Excellence



Service

CARES

DEVELOPING HISTORICAL THINKERS

In Upper KS2, children explore history in greater depth. They critically analyse evidence, consider different viewpoints and form informed judgements about the past and its impact on the present.



They build secure chronological understanding.



They ask perceptive questions and evaluate sources.



They compare and contrast events, people and periods.



They explain causes, consequences and interpret significance.



They form reasoned judgements and consider multiple perspectives.

YEAR 5

Ancient Maya



How did the Ancient Maya civilisation develop and what was their legacy?

Tudor Monarchy



How did the Tudor Monarchy change England?

History of Medicine



How has medicine changed over time and what impact has this had?



PRE-STRUCTURAL
(Just beginning)

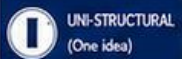
I can recognise images related to the topic.



I can recognise images related to the topic.



I can recognise images related to the topic.



UNI-STRUCTURAL
(One idea)

I can name one fact about the Ancient Maya.



I can name one fact about the Tudors.



I can name one development in medicine.



MULTI-STRUCTURAL
(Many ideas)

I can describe several aspects of life in the Ancient Maya civilisation.



I can describe several ways people lived and describe them.



I can describe several developments in medicine over time.



RELATIONAL
(Making connections)

I can explain how religion, beliefs and achievements influenced Maya society.



I can explain how Tudor Monarchy was a period of change in England.



I can explain how and why medicine has changed and what this tells us about the past.



EXTENDED ABSTRACT
(Thinking big)

I can evaluate the significance of the Maya civilisation and its legacy today.



I can evaluate the impact of the Tudor Monarchy on Britain and its legacy.



I can evaluate the impact of medical developments on people's lives past and present.



YEAR 6

World War Two



What were the causes, key events and consequences of World War Two?

Crime and Punishment



How has crime and punishment changed over time?

Women in Parliament Since 1918



How has the role of women in Parliament changed since 1918?

I can recognise images related to the topic.



I can recognise images related to the topic.



I can recognise images related to the topic.



I can name one key event from World War Two.



I can name one way punishment has changed.



I can name one woman who has contributed to Parliament.



I can describe several key events of World War Two.



I can describe several types of punishment from the past and present.



I can describe several milestones for women in Parliament since 1918.



I can explain the causes of World War Two and its impact on Britain and the world.



I can explain why crime and punishment have changed over time.



I can explain why more women have been able to take part in Parliament.



I can evaluate the impact of World War Two on Britain and how it shaped the modern world.



I can evaluate the impact of changing punishments on society today.



I can evaluate how women's representation in Parliament has changed society.



CHILDREN CONTINUE TO THINK LIKE HISTORIANS BY...



SEQUENCING

Ordering events on a timeline and using dates accurately.



QUESTIONING

Asking thoughtful questions about causes, change and significance.



USING EVIDENCE

Analysing a range of sources, evaluating reliability and interpreting information.



COMPARING

Comparing and contrasting different people, events and time periods.



EXPLAINING

Explaining causes, consequences and connections with clear reasoning.



EVALUATING

Making judgements about the past and understanding its impact today.



Ancient Maya



Tudor Monarchy



History of Medicine



World War Two



Crime and Punishment



Women in Parliament Since 1918