

### History Disciplinary Knowledge Progression

Area of Study	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Scope</b>							
<b>Chronological Knowledge &amp; Understanding</b>  <b>(including characteristic features of periods)</b>	<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events and principal characters.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p>	<p>Sequence some events or two related objects in order of time</p> <p>Use words and phrases: old, new, now, then and yesterday</p> <p>Talk about memories about the past and recall stories from the past beyond their lifetime</p> <p>Identify observational similarities / differences between periods</p>	<p>Develop an awareness of the more distant past-beyond their lifetime</p> <p>Use common words and phrases relating to the passing of time</p> <p>Know where all people/events studied fit into a chronological framework</p> <p>Identify similarities / differences between periods</p>	<p>Use timelines to place events in order that they have studied from memory</p> <p>Understand timelines can be divided into BC and AD</p> <p>Use words and phrases like century and decade</p> <p>Understand the term ancient civilisations and period</p>	<p>Name and place dates of significant periods of time/ events on a timeline from memory and know which continent the period of time relates to</p> <p>Begin to know how the periods link</p> <p>Understand the term ancient civilisations and period</p> <p>Use the term ancient civilisations and period</p>	<p>Sequence historical periods on a timeline from memory and know which continent the period of time relates to</p> <p>Give reasons to show how the periods link</p> <p>Identify changes within and across historical periods</p> <p>Use words related to the period of history e.g. conversion, transformation</p>	<p>Continue to develop chronologically secure knowledge of history and represent</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time using accurate terminology</p>
<b>Historical enquiry</b>  <b>Using evidence and communicating ideas</b>	<p>Be curious about people and show interest in stories</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and</p>	<p>Understand some ways we find out about the past supported by the teacher</p> <p>Use eye witness accounts from family members</p>	<p>Understand some ways we find out about the past and utilise these with peers</p> <p>Ask and answer questions to explain why people in the past acted as they did</p>	<p>Use artefacts, pictorial and written evidence sources to describe invasions, homes, settlements, culture and way of life, beliefs, attitudes, differences between rich and poor</p>	<p>Use knowledge to compare features of past societies and periods of history to new learning</p> <p>Begin to recognise which sources would be useful for</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies being studied in UK and wider world</p> <p>Give short term cause and</p>	<p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>

	<p>understanding, and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers</p> <p>Record, using marks they can interpret and explain</p>	<p>Begin to suggest why something might be different and why people behaved differently in the past by analysing artefacts and pictorial sources</p>	<p>Choose and use parts of stories and other artefacts, pictorial and written evidence sources to show understanding</p>	<p>Draw conclusions from sources with support and begin to see limitations of source</p> <p>Suggest reasons why periods in history are different</p>	<p>answering historical enquiries</p> <p>Extract specific information from evidence (artefacts, pictorial and written)</p> <p>Identify limitations of sources with support</p> <p>Describe how some of the past events in history affect our lives today</p>	<p>consequence of the main events, situations and changes in the period studied</p> <p>Identify changes and links within and across the time periods studied</p> <p>Extract information confidently from multiple evidence sources and draw into one conclusion</p> <p>Begin to make decisions over which sources to use, justifying their source selection</p>	<p>Construct informed responses by selecting and organising relevant historical information</p> <p>Describe how some changes impact long term on today's society</p>
<p><b>Interpretations of history</b></p>	<p>Share knowledge about the past through role play, drawing and talking</p>	<p>Share knowledge about the past through role play, drawing, writing and talking beginning to use vocabulary associated</p> <p>Use artefacts and pictures from the past to stimulate discussion about the past</p>	<p>Identify different ways in which the past is represented and begin to talk about evidence sources</p> <p>Identify fact and opinion from sources</p> <p>Identify differences from different sources e.g. 2 versions of the same</p>	<p>Understand the difference between primary and secondary evidence sources</p> <p>Give reasons why there might be different accounts of history</p> <p>Ask questions of the source material and suggest sources of</p>	<p>Question the reliability of the source</p> <p>Recognise there isn't a single answer to historical questions and consider why there may be different accounts</p>	<p>Question the reliability of the source and give reasons why something is or isn't reliable</p> <p>Recognise there isn't a single answer to historical questions and give clear reasons why there may be different accounts</p>	<p>Understand that different versions of the past may exist, giving some reasons for this</p> <p>Evaluate the usefulness of the source understanding bias and propaganda</p> <p>Form own opinions from a range of sources</p>

		Ask questions about the source	event from different view points	evidence to help answer the questions.		Know that people represent events or ideas in ways that persuade others-bias	Select the most appropriate source for a task
<b>Continuity and change</b>	Look closely at similarities, differences, patterns and change  Develop understanding of changes over time	Identify similarities / differences between ways of life at different times, their own life time, their parents' lives and a period of history beyond that which is being studied from the last century	Identify similarities / differences between ways of life at different times, their own life time, their parents' lives and a period of history beyond that in a place they have learned about	Identify similarities / differences between ways of life at different times comparing their own lifetime with that from the beginning of time and from another country	Describe and make links between main events, situations and changes within and across different periods	Describe and make links between main events, situations and changes within and across different periods/societies	Describe and make links between main events, situations and changes within and across different periods/societies Explore longer term impact of these changes
<b>Cause and consequence</b>	Question why things happen and listen to explanations	Question why things happen and give some simple explanations	Recognise why people did things linked to knowledge of the period in history being studied  Consider, with support, why events happened and what happened as a result	Recognise why people did things linked to previous knowledge  Explore why events happened and what happened as a result	Begin to identify and give simple reasons for historical events, situations, changes	Identify and give reasons for, results of, historical events, situations, changes	Identify and give evidenced reasons for, results of, historical events, situations, changes
<b>Similarity and differences</b>	Know about similarities and differences between themselves and others, and among families and traditions	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people and events within a society	Make simple observations about different types of people, events and beliefs within a society	Begin to describe, and social, cultural and religious diversity in Britain & the wider world	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Describe, give evidence and draw reasons for, social, cultural, religious and ethnic diversity in Britain & the wider world

<p><b>Historical significance</b></p>	<p>Recognise and describe special times or events for family or friends</p>	<p>Talk about important people from the past and recall their stories</p> <p>Begin to talk about their legacy</p> <p>Say whether they are inspired by the significant people</p>	<p>Talk about important people from the past and recall their stories e.g. in a simple historical account</p> <p>Talk about the legacy of the significant people</p> <p>Say whether they are inspired by the significant people and why</p>	<p>Talk about important groups of people from the past and recall their stories</p> <p>Talk about the legacy of the significant groups</p> <p>Say whether they are inspired by the significant people, why and how</p>	<p>Talk about important groups of people from the past and recall their stories to others</p> <p>Know how these people were able to do what they did, making links to prior learning of periods in history</p> <p>Say why they are inspired by them (or not) and as a group explore how this learning has changed them as a person</p>	<p>Begin to identify historically significant people and events in situations</p> <p>Explain why they are significant</p> <p>Describe the legacy of these people</p> <p>Say why they are inspired by them (or not) and with a partner explore how this learning has changed them as a person</p>	<p>Identify historically significant people and events in situations</p> <p>Explain why they are significant detailing reasons</p> <p>Describe the legacy of these people and in detail</p> <p>Say why they are inspired by them (or not) and how this learning has changed them as a person</p>
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