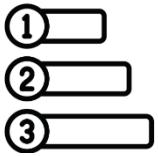


History DISCIPLINARY knowledge progression overview

Disciplinary knowledge is the knowledge which helps us to understand, debate and organise the substantive knowledge that we learn in history. They are the ways in which our historians think or work through enquiring, comparing and contrasting, weighing evidence and ordering chronologically.

At Hollybrook our children will be able to:

Discipline	EYFS	KS1	Lower KS2 (Y3 and 4)	Upper KS2 (Y5 and 6)
Enquire 	- Be able to say who, where or what is significant/important to them e.g. a parent, a birthday or a holiday.	- Understand the term significant and explain why a significant individual is important. - Explain why an event from the past is significant. - Use historical models to make judgements about significance and describe the impact of a significant historical individual.	- Explain the cause and effect of a significant historical event and person. - Explain in detail the multiple causes and effects of significant events. - Use a range of historical sources to present an argument for why an individual is of historic significance today.	- Explain why an aspect of world history is significant. - Present a detailed historical narrative about a significant global event. - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.
Compare and contrast 	- Identify similarities and differences between themselves now and in the past as a baby.	- Understand that similarities and differences help us to make comparisons between life now and in the past.	- Compare and contrast two civilisations. - Explain the similarities and differences between two periods of history	- Compare and contrast an aspect of history across two or more periods studied.

Weigh evidence 	- Know that we can learn about real events or people in the past through stories.	- Express an opinion about a historical source. - Use a range of historical artefacts to find out about the past. - Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	- Make deductions and draw conclusions about the reliability of a historical source or artefact. - Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. - Use historical artefacts to reveal information.	- Ask perceptive questions to evaluate an artefact or historical source. - Identify different types of bias in historical sources and explain the impact of that bias. - Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. - Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. - Find evidence from different sources, identify bias and form balanced arguments. - Use a range of historical sources or artefacts to build a picture of a historical event or person.
Order chronologically 	- Use familiar contexts and stories about the past to build a sense of timescale e.g. before I was born. - Sequence events in their own lives in chronological order using the language of time such as first, next, then, after that, before, past.	- Sequence significant information about the past in chronological order and place on a timeline. - Use sequencing words such as first, next, finally, then and after that, to order information chronologically.	- Sequence significant dates about events within a historical time period on a timeline. - Sequence significant dates and information from several historical periods on a timeline.	- Sequence and make connections between periods of world history on a timeline. - Articulate and present a clear, chronological world history narrative within and across historical periods studied.