



# History Progression of Knowledge

## Sacred Heart Catholic Primary School



		Nursery	Reception	Year 1
<b>Developing understanding Of chronology</b>	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Know the difference between old and new.</li> <li>• Appreciate the difference between something being old compared to dirty or worn.</li> <li>• Order things into first, next and last from stories.</li> <li>• Remembers and talks about significant times or events for family and friends.</li> <li>• Begin to make sense of own life-story and family's history, e.g. my sister was born after me.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between long ago and now.</li> <li>• Compare old and new objects/ artefacts.</li> <li>• Be able to put up to two artefacts or events in order.</li> <li>• Compare &amp; contrast characters from stories, including figures from the past.</li> <li>• Begin to appreciate that their life is different to the lives of people in the past.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Use words like yesterday, last week, old and new.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the difference between long ago and very long ago.</li> <li>• Create a simple timeline to capture recent events.</li> <li>• Label timelines with pictures, words or phrases</li> <li>• Put up to three objects in chronological order (recent history) on a time line.</li> <li>• Begin to appreciate what a timeline is by looking at a timeline over the past 10 years.</li> <li>• Remember parts of stories they have read or have had read to them, which involve memories about the past.</li> <li>• Recognise that familiar objects we have today would have been different in the past, i.e., telephone, computer.</li> <li>• Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after.</li> <li>• Tell others about changes that have happened in my own life since I was born.</li> <li>• Begin to appreciate the importance of dates to talk about people or events from the past (when appropriate).</li> </ul>
<b>Communicating History</b>	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Talk to show understanding of events.</li> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>• Understand and use vocabulary such as: how, why, because</li> <li>• Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Talk, draw and write to show ideas/communicate understanding.</li> <li>• Begin to sequence pictures to show time order.</li> <li>• Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>• Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</li> <li>• Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain</li> </ul>	<ul style="list-style-type: none"> <li>• Sort events or objects into groups, i.e., then, and now.</li> <li>• Use timelines to order events or objects.</li> <li>• Tell stories about the past, including role-play.</li> <li>• Talk, draw or write (reports, labelling, simple recount) about aspects of the past.</li> <li>• Begin to use IT to communicate and understand facts.</li> </ul>

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Disciplinary Knowledge – the knowledge taught in history that is about how historians do their work.



<b>Investigating the Past</b>  <b>(Historical Enquiry)</b>	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Question why things happened and give explanations.</li> <li>• Understand why and how questions.</li> <li>• Asks who, what, when and how.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions or make remarks about illustrations in a book they are reading which may be set in the past.</li> <li>• Begin to recognise that characters in a book they know acted as they did because it was a long time ago.</li> <li>• Understands questions such as who, why, when, where and how.</li> <li>• Ask questions to find out more and to check understanding of what has been said.</li> <li>• Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to simple questions about the past.</li> <li>• Observe and handle artefacts, and ask simple questions about the past.</li> <li>• Offer an opinion as to why something may have happened in the past and why they know.</li> <li>• Explore events, look at pictures and <b>ask</b> questions, e.g. “Which things are old, and which are new?” or “What were people doing?”</li> </ul>
<b>Thinking like a Historian</b>	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Look at or touch objects from the past and comment on appearance.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a reason for why something has changed between now and the past.</li> <li>• Look at or touch objects from the past and comment on appearance.</li> <li>• Recognise that the past is different from today.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify and recount historic details about the past from sources e.g., pictures/stories.</li> <li>• Begin to understand that an invention can sometimes have a positive impact on how we live, e.g. <b>television</b>.</li> <li>• Talk about some people and events that they have studied and give reasons for their actions.</li> <li>• Consider the differences between ‘long ago’ and ‘now.’</li> </ul>

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<p><b>Thinking like a Historian</b></p>	<p><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Appreciate the people in the past who have contributed to national and international achievements.</li> <li>• Recount historic details from eye-witness accounts, photos, and artefacts.</li> <li>• Begin to reflect on the significance of what has been learnt from the past.</li> <li>• Develop an awareness of the past and comment on how they found out.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied.</li> <li>• Start to compare two versions of a past event.</li> <li>• Observe and use pictures, photographs, and artefacts to find out about the past</li> <li>• Start to use stories or accounts to distinguish between fact and fiction.</li> <li>• Explain that there are distinct types of evidence and sources that can be used to help represent the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at more than two versions of the same event or story in history, and identify differences.</li> <li>• Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</li> <li>• Begin to talk about the impact of a past action on our lives today.</li> <li>• Talk about similarities and differences between contrasting times in the past according to the periods of history studied.</li> </ul>
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		Year 5	Year 6
<b>Developing understanding of chronology</b>	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Have a secure understanding of a British timeline that extends from the Stone Age to the present day.</li> <li>• Know and sequence key events of time studied, using dates accurately.</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> <li>• Show a chronologically secure knowledge and understanding of local, national, and global history.</li> <li>• Describe connections, contrasts and trends over short and longer time periods.</li> <li>• Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</li> <li>• Know and describe in some detail the main changes to an aspect in a period of history being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</li> <li>• Identify specific changes within and across different periods over a prolonged period of history.</li> <li>• Use timelines to place events, periods, and cultural movements from around the world.</li> <li>• Use timelines to demonstrate changes and developments in culture, technology, religion, and society.</li> <li>• Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>• Describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</li> <li>• Name date of any significant event studied from past and place it correctly on a timeline.</li> </ul>
	<b>Communicating History</b>	<ul style="list-style-type: none"> <li>• Provide an account of a historical event based on more than one source.</li> <li>• Use appropriate terms, matching dates to people and events.</li> <li>• Record and communicate knowledge in different forms - work independently and in groups showing initiative.</li> <li>• Present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and the use of IT.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>• Use Historically accurate terms to talk about the passing of time e.g., BCE/CE/Century</li> <li>• Communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and IT.</li> </ul>

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<b>Investigating the Past</b>  <b>(Historical Enquiry)</b>	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise when they are using primary and secondary sources of evidence to investigate the past.</li> <li>• Use a wide range of evidence to build up a picture about the past.</li> <li>• Realise that there is often not a single answer to a historical question.</li> <li>• Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources.</li> <li>• Use a wide range of different evidence to collect evidence about the past, such as pottery, paintings, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites, etc.</li> <li>• Investigate own lines of enquiry by posing historically valid questions to answer.</li> <li>• Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> </ul>
<b>Thinking like a Historian</b>	<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• Find and analyse a wide range of evidence about the past.</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> <li>• Consider different ways of checking the accuracy of interpretations of the past.</li> <li>• Realise that there is often not a single answer to historical questions.</li> <li>• Discuss trends over time.</li> <li>• Recognise the relationship between different periods and the legacy or impact for people today.</li> <li>• Recognise that not all sources of evidence are reliable.</li> </ul>	<ul style="list-style-type: none"> <li>• Find and analyse a wide range of evidence about the past.</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> <li>• Consider different ways of checking the accuracy of interpretations of the past.</li> <li>• Start to know the difference between primary and secondary evidence and the impact of this on reliability.</li> <li>• Show an awareness of the concept of propaganda.</li> <li>• Appreciate that people in the past represent events or ideas in a way that may be to persuade others.</li> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Form own opinions about historical events from a range of sources</li> </ul>

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