

St John the Evangelist History Disciplinary Knowledge and Progression

Disciplinary knowledge is the name given to the knowledge taught in the school curriculum that is about how historians do their work.

	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	This is Me (family tree) Everyday heroes	The Gunpowder Plot	The Great Fire of London	Stone Age to Iron Age	Ancient Greece	Changing Power of the Monarchy	The Home Front
Spring	'Slip slap slop' Seaside- past and present	Explorers	Toys past and present	Ancient Egypt	Anglo Saxon Britain and Viking Britain	Victorian Britain and the Industrial Revolution	Crime and Punishment
Summer	Who's the Queen of the Castle?	Comparing Queens	Women in history	Romans	Henry VIII and the Reformation	Early Islamic Civilisation	Conflict through time

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<p>Developing understanding of Chronology</p> <p>To ensure the pupils have a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.</p>	<p>Appreciate the difference between old and dirty or worn.</p> <p>Know the difference between old and new.</p> <p>Know the difference between long ago and now</p> <p>Compare old and new objects/ artefacts be able to put up to two artefacts or events in order.</p> <p>Begin to appreciate that their life is different to the lives of people in the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Use words like yesterday, last week, old and new.</p>	<p>Appreciate the difference between long ago and very long ago.</p> <p>Create a simple timeline to capture recent events.</p> <p>Remember parts of stories they have read or have had read to them which involve memories about the past.</p> <p>Recognise that familiar objects we have today would have been different in the past, i.e., telephone.</p> <p>Begin to appreciate what a timeline is by looking at a timeline over the past 10 years.</p> <p>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after.</p>	<p>Describe memories and changes that have happened in their own lives.</p> <p>Begin to appreciate the difference between a long time ago and a very long time ago.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Order a few events and artefacts from the recent past.</p> <p>Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>Begin to understand that the past is divided into different named periods of time</p> <p>Start using a timeline that identifies different centuries.</p> <p>Able to use dates to explain British, local and world history.</p> <p>Use appropriate dates and chronological conventions, e.g., BC, BCE, and AD.</p> <p>Put artefacts or information in chronological order from a long time ago.</p> <p>Understand that significant discoveries or inventions changed the lives of people, e.g., the wheel or iron ore.</p> <p>Use words and phrases: century, decade.</p>	<p>Place events, people, and changes of British, local and world history on a timeline.</p> <p>Accurately set out different events onto a timeline, including the unit being studied.</p> <p>Appreciate that some historical events/periods occurred concurrently in separate locations, e.g., Indus Valley and Ancient Egypt.</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>Understand that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</p> <p>Use words and phrases: century, decade.</p>	<p>Have a secure understanding of a British timeline that extends from the Stone Age to the present day.</p> <p>Know and sequence key events of time studied, using dates accurately.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Show a chronologically secure knowledge and understanding of local, national, and global history.</p> <p>Describe connections, contrasts and trends over short and longer time periods.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</p> <p>Know and describe in some detail the main changes to an aspect in a period of history being studied.</p>	<p>Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p> <p>Identify specific changes within and across different periods over a prolonged period of history.</p> <p>Use timelines to place events, periods, and cultural movements from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion, and society.</p> <p>Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p> <p>Name date of any significant event studied from past and place it correctly on a timeline.</p>

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Communicating History	<p>Talk about the lives of people around them and their roles in society.</p> <p>Talk, draw and write to show ideas/communicate understanding.</p> <p>Begin to sequence pictures to show time order.</p>	<p>Sort events or objects into groups (i.e., then, and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past, including role-play.</p> <p>Talk, draw or write (reports, labelling, simple recount) about aspects of the past.</p> <p>Begin to use ICT to communicate and understand facts.</p>	<p>Use a wide vocabulary of everyday historical terms to describe objects, people, or events in history.</p> <p>Speak about how he/she has found out about the past e.g., through role-play.</p> <p>Make labelled drawings, tables and writes sentences, speaking (including in drama) and uses ICT to begin to show ideas.</p> <p>Present historical information in a simple nonchronological report, independent writing, chart, structural model, fact file, quiz, story, or biography.</p>	<p>Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama.</p> <p>Comments on the usefulness and accuracy of different sources of evidence.</p> <p>Researches a specific event from the past to then write about this.</p> <p>Organise answers well. State conclusions.</p> <p>Give reasons for ideas Uses some dates and historical terms</p>	<p>Communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Embed events within the wider historical context of the time period.</p> <p>Display findings in a variety of ways - work independently and in groups.</p> <p>Construct own responses, beginning to select and organise relevant Historical information.</p>	<p>Present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p> <p>Provide an account of a historical event based on more than one source.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>	<p>Communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>
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Investigating the Past	<p>Ask questions or make remarks about illustrations in a book they are</p>	<p>Respond to simple questions about the past.</p>	<p>Look carefully at pictures and objects to find information</p>	<p>Use a range of sources to find out about a period.</p>	<p>Understand the difference between primary and</p>	<p>Recognise when they are using primary and secondary sources of</p>	<p>Recognise primary and secondary sources.</p>

<p>Historical Enquiry</p>	<p>reading which may be set in the past.</p> <p>Begin to recognise that characters in a book they know acted as they did because it was a long time ago.</p>	<p>Observe and handle artefacts and ask simple questions about the past.</p> <p>Offer an opinion as to why something may have happened in the past and why they know</p> <p>Explore events, look at pictures and ask questions e.g. "Which things are old, and which are new?" or "What were people doing?"</p>	<p>and respond to simple questions about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Ask and answer questions such as: 'what was it like for a ...?', 'what happened in the past?' 'how long ago did ... happen?'</p> <p>Begin to understand the reasons why people in the past acted as they did from a range of sources.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.</p> <p>Explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>secondary sources of evidence.</p> <p>Suggest sources of evidence from a selection provided to use to help answer questions.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Ask a variety of questions.</p>	<p>information to investigate the past.</p> <p>Use a wide range of evidence to build up a picture about the past.</p> <p>Realise that there is often not a single answer to historical questions.</p> <p>Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</p>	<p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Investigate own lines of enquiry by posing historically valid questions to answer</p> <p>Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>
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Thinking like a Historian	<p>Give a reason for why something has changed between now and the past.</p> <p>Look at or touch objects from the past and comment on appearance.</p> <p>Recognise that the past is different from today.</p>	<p>Begin to identify and recount historic details from the past from sources e.g., pictures/stories .</p> <p>Begin to understand that an invention can sometime have a positive impact on an artefact we use every day, for example, television.</p> <p>Talk about some people and events that they have studied and give reasons for their actions.</p> <p>Consider the differences between 'long ago' and 'now.'</p>	<p>Appreciate the people in the past who have contributed to national and international achievements.</p> <p>Recount historic details from eye-witness accounts, photos, and artefacts.</p> <p>Begin to reflect on the significance of what has been learnt from the past.</p> <p>Develop an awareness of the past and comment on how they found out.</p>	<p>Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied.</p> <p>Start to compare two versions of a past event.</p> <p>Observe and use pictures, photographs, and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>Look at more than two versions of the same event or story in history and identifies differences.</p> <p>Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p> <p>Begin to talk about the impact of a past action on our lives today.</p> <p>Talk about similarities and differences between contrasting times in the past according to the periods of history studied.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Realise that there is often not a single answer to historical questions.</p> <p>Discuss trends over time.</p> <p>Recognise the relationship between different periods and the legacy or impacts for people today.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p>

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