



# Progression of disciplinary knowledge/concepts and skills in History

(See curriculum themes and topic overviews for substantive knowledge)

*\*Note: concepts progress in phases and it would be expected that Reception, Year 2, 4 and 6 would discuss this disciplinary knowledge with greater confidence than N, Y1, 3 and 5.*

Area of learning	Early Years*	Year 1	Year 2*	Year 3	Year 4*	Year 5	Year 6*
<b>DISCIPLINARY KNOWLEDGE/CONCEPTS</b>							
<b>Chronology</b>	<p>Show an awareness of the past.</p> <p>Begin to use correct words such as yesterday, a long time ago, past.</p> <p>Convey information about the past in one way <i>e.g. orally using common words relating to the passing of time.</i></p> <p>Put two objects or events in chronological order.</p> <p>Understand personal history over time.</p> <p>Begin to understand the concept of a time line.</p>	<p>Use common words and phrases relating to the passing of time.</p> <p>Understand that things change over time.</p> <p>Sequence events in my life.</p> <p>Put objects, artefacts and events in order.</p> <p>Put events studied on a basic unnumbered timeline.</p> <p>Begin to tell a story of the past beyond my living memory in Britain.</p>	<p>Use common words and phrases relating to the passing of time.</p> <p>Understand that things change over time.</p> <p>Sequence events in my life.</p> <p>Put objects, artefacts and events in order.</p> <p>Put events studied on a basic unnumbered timeline.</p> <p>Begin to tell a story of the past beyond my living memory in Britain.</p>	<p>With guidance, begin to explain and understand that the past is divided into differently named periods of time.</p> <p>Place some events, dates and people of British, local and world history, on a timeline, using AD and BC.</p> <p>Put some artefacts or some information in chronological order.</p> <p>Begin to tell a chronological story of the events and periods studied.</p> <p>Tell the story of events within the time periods studied.</p> <p>Explain some changes across the time period we have studied and perhaps other time periods too.</p>	<p>With guidance, begin to explain and understand that the past is divided into differently named periods of time.</p> <p>Place some events, dates and people of British, local and world history, on a timeline, using AD and BC.</p> <p>Put some artefacts or some information in chronological order.</p> <p>Begin to tell a chronological story of the events and periods studied.</p> <p>Tell the story of events within the time periods studied.</p> <p>Explain some changes across the time period we have studied and perhaps other time periods too.</p>	<p>Explain and understand that the past is divided into differently named periods of time.</p> <p>Use some dates to explain British history, local, world history.</p> <p>Place events, people and changes of British, local and world history, on a timeline, using appropriate dates and chronological conventions (e.g. BC, BCE &amp; CE/AD).</p> <p>Put artefacts or information in chronological order.</p> <p>Begin to tell a chronological story of the past locally, nationally (Britain) and globally too.</p> <p>Tell the story of events within and across the time periods we have studied.</p> <p>Explain changes across the time period studied and perhaps other time periods too.</p>	<p>Explain and understand that the past is divided into differently named periods of time.</p> <p>Use some dates to explain British history, local, world history.</p> <p>Place events, people and changes of British, local and world history, on a timeline, using appropriate dates and chronological conventions (e.g. BC, BCE &amp; CE/AD).</p> <p>Put artefacts or information in chronological order.</p> <p>Begin to tell a chronological story of the past locally, nationally (Britain) and globally too.</p> <p>Tell the story of events within and across the time periods we have studied.</p> <p>Explain changes across the time period studied and perhaps other time periods too.</p>

<p><b>Cause and Consequence</b></p>	<p>Can give a cause of an event.</p>	<p>Give one cause of an event and give a reason why people in the past acted the way they did.</p> <p>Explain why people did things, why events happened and what happened as a result (The Great Fire of London and the Gun Powder plot).</p> <p>Ask questions about change, cause, difference, similarity and significance in a wider context.</p>	<p>Give one cause of an event and give a reason why people in the past acted the way they did.</p> <p>Explain why people did things, why events happened and what happened as a result (The Great Fire of London and the Gun Powder plot).</p> <p>Ask questions about change, cause, difference, similarity and significance in a wider context.</p>	<p>Begin to explain what cause and consequence is.</p> <p>Identify some simple reasons for people's actions and results of those actions.</p> <p>Begin to describe and make links between events that happened in the time period.</p> <p>Give some reasons for events and explain what the results of these were (e.g. How, where and why did the Romans settle in Britain, and what changed when they did? How has this impacted us today?).</p> <p>Ask questions about change, cause, difference, similarity and significance.</p> <p>Begin to talk about the relationship between different periods.</p>	<p>Begin to explain what cause and consequence is.</p> <p>Identify some simple reasons for people's actions and results of those actions.</p> <p>Begin to describe and make links between events that happened in the time period.</p> <p>Give some reasons for events and explain what the results of these were (e.g. How, where and why did the Romans settle in Britain, and what changed when they did? How has this impacted us today?).</p> <p>Ask questions about change, cause, difference, similarity and significance.</p> <p>Begin to talk about the relationship between different periods.</p>	<p>Explain what cause and consequence is.</p> <p>Explain why the main events and changes of the time that we studied happened what the result/impact was.</p> <p>Identify the reasons for people's actions (especially leaders!) and results of those actions.</p> <p>Describe and make links between events and the changes that happened in the time period.</p> <p>Give reasons for these events and changes and explain what the results of these were (e.g. How, where and why did the Saxons/Vikings settle in Britain, and what changed when they did? How has this impacted us today?).</p> <p>Ask questions about change, cause, difference, similarity and significance in a wider context.</p> <p>Understand the consequences and impact of what happened.</p> <p>Talk about the legacy that events and significant people have had.</p>	<p>Explain what cause and consequence with greater understanding.</p> <p>Explain why the main events and changes of the time that we studied happened what the result/impact was.</p> <p>Identify the reasons for people's actions (especially leaders!) and results of those actions.</p> <p>Describe and make links between events and the changes that happened in the time period.</p> <p>Give reasons for these events and changes and explain what the results of these were (e.g. How, where and why did the Saxons/Vikings settle in Britain, and what changed when they did? How has this impacted us today?).</p> <p>Ask questions about change, cause, difference, similarity and significance in a wider context.</p> <p>Understand the consequences and impact of what happened.</p> <p>Talk about the legacy that events and significant people have had.</p>
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<p><b>Continuity and Change</b></p>	<p>Begin to understand how things change over time.</p> <p>Understand how we change as people over time</p>	<p>Give reasons for the results of main events and changes of the time.</p> <p>Explain aspects of life in different periods.</p> <p>Explain what continuity and change is.</p>	<p>Give reasons for the results of main events and changes of the time.</p> <p>Explain aspects of life in different periods.</p> <p>Explain what continuity and change is.</p>	<p>Give reasons for the result of a main event and how it changed the time.</p> <p>Begin to explain how a period changed over history.</p> <p>Start to understand what continuity and change is.</p> <p>Begin to spot trends and patterns over time.</p> <p>Begin to understand how different periods relate to each other and the legacy they have left.</p> <p>Understand people's lives in the past and how some societies are very different due to changes and challenges over time.</p> <p>Identify some changes within and across different periods studied so far.</p> <p>Compare two different between periods.</p>	<p>Give reasons for the result of a main event and how it changed the time.</p> <p>Begin to explain how a period changed over history.</p> <p>Start to understand what continuity and change is.</p> <p>Begin to spot trends and patterns over time.</p> <p>Begin to understand how different periods relate to each other and the legacy they have left.</p> <p>Understand people's lives in the past and how some societies are very different due to changes and challenges over time.</p> <p>Identify some changes within and across different periods studied so far.</p> <p>Compare two different between periods.</p>	<p>Give reasons for the results of main events and changes of the time.</p> <p>Understand how a period changed over history.</p> <p>Explain what continuity and change is.</p> <p>Spot trends and patterns over time.</p> <p>Talk about the relationship between different periods and the legacy they have left.</p> <p>Understand the complexity of people's lives in the past and how some societies are very different due to changes and challenges over time.</p> <p>Identify specific changes within and across different periods.</p> <p>Make valid comparisons between periods.</p> <p>Describe connections, contrasts and trends over short and longer time periods.</p>	<p>Give reasons for the results of main events and changes of the time.</p> <p>Understand how a period changed over history.</p> <p>Explain what continuity and change is.</p> <p>Spot trends and patterns over time.</p> <p>Talk about the relationship between different periods and the legacy they have left.</p> <p>Understand the complexity of people's lives in the past and how some societies are very different due to changes and challenges over time.</p> <p>Identify specific changes within and across different periods.</p> <p>Make valid comparisons between periods.</p> <p>Describe connections, contrasts and trends over short and longer time periods.</p>
<p><b>Significance</b></p>	<p>Compare modern and old objects.</p> <p>Know my life is different from the lives of people in the past.</p>	<p>Talk about a few people of the past who have contributed to national and international achievements.</p>	<p>Talk about a few people of the past who have contributed to national and international achievements.</p> <p>Explain why some people and events were so important.</p>	<p>Share some of the significant events that happened in the period studied.</p> <p>Talk about the significant people of the times studied and why they were important.</p>	<p>Share some of the significant events that happened in the period studied.</p> <p>Talk about the significant people of the times studied and why they were important.</p>	<p>Talk about some of the significant events that happened in the period.</p> <p>Talk about the significant people (e.g. Were they leaders and how did they lead? Did they lead into</p>	<p>Talk about some of the significant events that happened in the period.</p> <p>Talk about the significant people (e.g. Were they leaders and how did they lead? Did they lead into</p>

	<p>Tell the past is different to today.</p> <p>Look at the differences between “long ago” and “now”.</p> <p>Know about influential and significant figures of the past and present.</p>	<p>Explain why some people and events were so important. Reflect on the significance of what I have learned about the past.</p> <p>Talk about the legacy left by the significant people and the significant events.</p>	<p>Reflect on the significance of what I have learned about the past.</p> <p>Talk about the legacy left by the significant people and the significant events.</p>	<p>Begin to discuss the significant changes that occurred.</p> <p>Take part in discussion on how the time period we’ve just studied relates to other ones.</p> <p>Start to understand the legacy the period has left and how it has impacted on our lives today.</p>	<p>Begin to discuss the significant changes that occurred.</p> <p>Take part in discussion on how the time period we’ve just studied relates to other ones.</p> <p>Start to understand the legacy the period has left and how it has impacted on our lives today.</p>	<p>war and invasion and an empire?).</p> <p>Discuss the significant changes that occurred.</p> <p>Talk about how the time period we’ve just studied relates to other ones.</p> <p>Discuss the legacy the period has left and how it has impacted on our lives today.</p>	<p>war and invasion and an empire?).</p> <p>Discuss the significant changes that occurred.</p> <p>Talk about how the time period we’ve just studied relates to other ones.</p> <p>Discuss the legacy the period has left and how it has impacted on our lives today.</p>
<p><b>Historical Evidence and Interpretation</b></p>	<p>Give own view on why something happened in the past or how I know.</p> <p>Know stories from the past.</p>	<p>Know how I can find out about the past.</p> <p>Begin to appreciate the reliability of pictures of the past.</p> <p>Talk about some ways the past has been described.</p> <p>Create my own questions about the past.</p> <p>Question the past by looking at historical evidence.</p> <p>Investigate questions and find answers.</p>	<p>Know how I can find out about the past.</p> <p>Begin to appreciate the reliability of pictures of the past.</p> <p>Talk about some ways the past has been described.</p> <p>Create my own questions about the past.</p> <p>Question the past by looking at historical evidence.</p> <p>Investigate questions and find answers.</p>	<p>Begin to describe how the past can be represented or interpreted in different ways through historical sources including artefacts.</p> <p>Together, ask some questions about the past.</p> <p>Start to understand that more than one source of information can help me answer questions about the past and that knowledge of the past comes from lots of sources.</p> <p>Begin to understand that past events and people can be interpreted in different ways.</p> <p>Begin to evaluate some different historical sources to find the</p>	<p>Begin to describe how the past can be represented or interpreted in different ways through historical sources including artefacts.</p> <p>Together, ask some questions about the past.</p> <p>Start to understand that more than one source of information can help me answer questions about the past and that knowledge of the past comes from lots of sources.</p> <p>Begin to understand that past events and people can be interpreted in many different ways.</p> <p>Begin to evaluate some different historical sources to find the most useful information.</p> <p>Begin to see that all sources can be useful.</p>	<p>Describe how the past can be represented or interpreted in a few different ways through historical sources including artefacts.</p> <p>Devise questions about the past.</p> <p>Know that more than one source of information can help me answer questions about the past and that knowledge of the past comes from lots of sources.</p> <p>Explain that past events and people can be represented or interpreted in many different ways.</p> <p>Give reasons why different versions of the past exist.</p> <p>Carefully evaluate a range of different historical sources to find relevant information.</p>	<p>Describe how the past can be represented or interpreted in a few different ways through historical sources including artefacts.</p> <p>Devise questions about the past.</p> <p>Know that more than one source of information can help me answer questions about the past and that knowledge of the past comes from lots of sources.</p> <p>Explain that past events and people can be represented or interpreted in many different ways.</p> <p>Give reasons why different versions of the past exist.</p> <p>Carefully evaluate a range of different</p>

				<p>most useful information.</p> <p>Begin to see that all sources can be useful.</p> <p>Weigh evidence and develop own perspective and judgement.</p> <p>Consider different viewpoints or think about how some might be biased...and why!</p> <p>Start to make deductions about how reliable sources might be.</p>	<p>Weigh evidence and develop own perspective and judgement.</p> <p>Consider different viewpoints or think about how some might be biased...and why!</p> <p>Start to make deductions about how reliable sources might be.</p>	<p>See how important it is to consider different viewpoints or think about bias or anachronism.</p> <p>See that all sources can be useful explain why.</p> <p>Know that historians need to think critically, weigh evidence, sift arguments, and develop own perspective and judgement.</p> <p>Make deductions about how reliable sources are.</p>	<p>historical sources to find relevant information. See how important it is to consider different viewpoints or think about bias or anachronism.</p> <p>See that all sources can be useful explain why.</p> <p>Know that historians need to think critically, weigh evidence, sift arguments, and develop own perspective and judgement.</p> <p>Make deductions about how reliable sources are.</p>
<b>Similarity and Difference</b>	Know that I am different from others and that in some ways I am also the same.	Talk about the similarities and differences between different times and events that I have learnt so far.	Talk about the similarities and differences between different times and events that I have learnt so far.	Talk about the similarities and differences between different times in the past in periods that I have learnt so far.	Talk about the similarities and differences between different times in the past in periods that I have learnt so far.	Talk about the similarities and differences between different times in the past in periods learnt so far.	Talk about the similarities and differences between different times in the past in periods learnt so far.
<b>SKILLS</b>							
<b>Using Evidence</b>	<p>I can tell the past is different from today.</p> <p>I may be able to give my own view on why something happened in the past or how I know.</p>	<p>I know some of the ways in which we find out about the past.</p> <p>I can tell you a few ways how the past has been described.</p> <p>I am developing the skills of presenting an idea and raising questions about the past.</p>	<p>I understand some of the ways in which we find out about the past.</p> <p>I can tell you a few ways how the past has been presented or described.</p> <p>I am able to reflect on the significance of what I have learnt about the past.</p> <p>I am developing the skills of presenting an idea and raising questions about the past.</p>	<p>I am starting to think critically, weigh evidence, sift arguments and develop perspective and judgement.</p> <p>I can describe how the past can be represented in a few different ways.</p>	<p>To think critically, weigh evidence, sift arguments and develop perspective and judgement.</p> <p>I can describe how the past can be represented or interpreted in a few different ways.</p>	<p>To start to think critically and debate ideas.</p> <p>I can explain that the past can be represented or interpreted differently.</p> <p>I am becoming aware of different views about people and events studied and can give some reasons why different versions of the past exist.</p>	<p>To think critically, weigh evidence, sift arguments, develop perspective and judgement.</p> <p>I can explain that the past can be represented or interpreted in many different ways.</p> <p>I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.</p> <p>I can evaluate and carefully select from a</p>

							<p>range of historical sources to find relevant historical information.</p> <p>I consider different viewpoints or think about possible bias or anachronism.</p>
<b>Historical Enquiry</b>	<p>I show an interest in the past.</p> <p>I begin to ask questions about artefacts, suggesting what they might be used for.</p>	<p>I can ask questions about artefacts.</p> <p>I might be able to investigate questions to find answers.</p> <p>I can use parts of stories to show I know and understand key features of events or people's lives which I have studied.</p>	<p>I can ask and answer questions about artefacts.</p> <p>I might be able to investigate questions to find answers.</p> <p>I can choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives which I have studied.</p>	<p>I can answer historically valid questions.</p> <p>I can use sources of information to help me answer questions about the past in sentences.</p>	<p>I can answer and sometimes devise my own historically valid questions.</p> <p>I can use one or more sources of information to help me answer questions about the past in sentences.</p>	<p>I understand the methods of historical enquiry.</p> <p>I can answer and devise my own historically valid questions.</p> <p>I know how our knowledge of the past is constructed from a range of sources.</p>	<p>I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims.</p> <p>I can answer and devise my own historically valid questions.</p> <p>I make perceptive deductions about the reliability of sources.</p> <p>I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p>
<b>Historical Communication</b>	<p>I show awareness of the past.</p> <p>I use words such as yesterday and past.</p> <p>I can tell you about the past in 1 way (Eg orally, using common words and phrases.)</p>	<p>I use common words and phrases relating to passing of time.</p> <p>I can tell you about a time before I was born.</p> <p>I can recount stories accurately and explain why some people and events were important.</p>	<p>I use common words and phrases relating to passing of time.</p> <p>I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using every day historical terms.</p>	<p>I can present recalled or selected information in a variety of ways.</p> <p>I can write sentences to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>I am beginning to use place value in the context of timelines.</p>	<p>I can present recalled or selected information in a variety of ways using specialist terms.</p> <p>I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>I am beginning to use place value in the context of timelines.</p>	<p>I can create my own structured accounts, including written narratives.</p> <p>I can use key historical terms accurately e.g century, decade in structured, informed, written responses.</p> <p>I make pertinent and valid comparisons between periods.</p>	<p>I can create my own structured accounts, including written narratives and analyses.</p> <p>I can use key historical terms accurately e.g century, decade in structured, informed, written responses or descriptions of the main features of past societies/periods.</p>

			I can recount stories accurately and explain why some people and events were important.			I am beginning to use/apply mathematical skills when placing events in chronological order, using place value, negative nos etc.	I make pertinent and valid comparisons between periods.  I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos etc.
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