

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

Cause and	Can give a cause	Give one cause of an	Give one cause of an	Begin to explain what	Begin to explain what	Explain what cause and	Explain what cause and
Consequence	of an event.	event and give a	event and give a reason	cause and consequence	cause and consequence	consequence is.	consequence with
		reason why people in	why people in the past	is.	is.		greater understanding.
		the past acted the	acted the way they did.			Explain why the main	
		way they did.		Identify some simple	Identify some simple	events and changes of	Explain why the main
			Explain why people did	reasons for people's	reasons for people's	the time that we studied	events and changes of
		Explain why people	things, why events	actions and results of	actions and results of	happened what the	the time that we studied
		did things, why events happened and	happened and what happened as a result	those actions.	those actions.	result/impact was.	happened what the result/impact was.
		what happened as a	(The Great Fire of	Begin to describe and	Begin to describe and	Identify the reasons for	
		result (The Great Fire	London and the Gun	make links between	make links between	people's actions	Identify the reasons for
		of London and the	Powder plot).	events that happened	events that happened in	(especially leaders!) and	people's actions
		Gun Powder plot).		in the time period.	the time period.	results of those actions.	(especially leaders!) and
			Ask questions about				results of those actions.
		Ask questions about	change, cause,	Give some reasons for	Give some reasons for	Describe and make links	
		change, cause,	difference, similarity	events and explain	events and explain what	between events and the	Describe and make links
		difference, similarity	and significance in a	what the results of	the results of these were	changes that happened in	between events and the
		and significance in a	wider context.	these were (e.g. How,	(e.g. How, where and why	the time period.	changes that happened
		wider context.		where and why did the	did the Romans settle in		in the time period.
				Romans settle in	Britain, and what	Give reasons for these	
				Britain, and what	changed when they did?	events and changes and	Give reasons for these
				changed when they	How has this impacted us	explain what the results	events and changes and
				did? How has this	today?).	of these were (e.g. How,	explain what the results
				impacted us today?).		where and why did the	of these were (e.g. How,
					Ask questions about	Saxons/Vikings settle in	where and why did the
				Ask questions about	change, cause, difference,	Britain, and what	Saxons/Vikings settle in
				change, cause,	similarity and	changed when they did?	Britain, and what
				difference, similarity	significance.	How has this impacted us	changed when they did?
				and significance.		today?).	How has this impacted
					Begin to talk about the		us today?).
				Begin to talk about the	relationship between	Ask questions about	
				relationship between	different periods.	change, cause, difference,	Ask questions about
				different periods.		similarity and significance	change, cause,
						in a wider context.	difference, similarity and
						Understand the	significance in a wider context.
						consequences and impact	context.
							Understand the
						of what happened.	consequences and
						Talk about the legacy that	impact of what
						events and significant	happened.
						people have had.	happenedi
							Talk about the legacy
							that events and
							significant people have
							had.

Continuity and	Begin to	Give reasons for the	Give reasons for the	Give reasons for the	Give reasons for the	Give reasons for the	Give reasons for the
Change	understand how	results of main events	results of main events	result of a main event	result of a main event	results of main events	results of main events
0	things change	and changes of the	and changes of the	and how it changed the	and how it changed the	and changes of the time.	and changes of the time.
	over time.	time.	time.	time.	time.		
						Understand how a period	Understand how a
	Understand how	Explain aspects of life	Explain aspects of life in	Begin to explain how a	Begin to explain how a	changed over history.	period changed over
	we change as	in different periods.	different periods.	period changed over	period changed over		history.
	people over time			history.	history.	Explain what continuity	
		Explain what	Explain what continuity			and change is.	Explain what continuity
		continuity and change	and change is.	Start to understand	Start to understand what		and change is.
		is.		what continuity and	continuity and change is.	Spot trends and patterns	
				change is.		over time.	Spot trends and patterns
					Begin to spot trends and		over time.
				Begin to spot trends	patterns over time.	Talk about the	
				and patterns over time.		relationship between	Talk about the
					Begin to understand how	different periods and the	relationship between
				Begin to understand	different periods relate to	legacy they have left.	different periods and the
				how different periods	each other and the legacy		legacy they have left.
				relate to each other	they have left.	Understand the	0, , ,
				and the legacy they	,	complexity of people's	Understand the
				have left.	Understand people's lives	lives in the past and how	complexity of people's
					in the past and how some	some societies are very	lives in the past and how
				Understand people's	societies are very	different due to changes	some societies are very
				lives in the past and	different due to changes	and challenges over time.	different due to changes
				how some societies are	and challenges over time.		and challenges over
				very different due to	and chancinges over time.	Identify specific changes	time.
				changes and challenges	Identify some changes	within and across	time.
				over time.	within and across	different periods.	Identify specific changes
				over time.	different periods studied	unerent perious.	within and across
				Identify some changes	so far.	Make valid comparisons	different periods.
				within and across	50 101.	between periods.	unrerent perious.
					Compare two different	between periods.	Make valid comparisons
				different periods	Compare two different	Describe connections	Make valid comparisons
				studied so far.	between periods.	Describe connections, contrasts and trends over	between periods.
				Company ture different			Describe connections
				Compare two different		short and longer time	Describe connections,
				between periods.		periods.	contrasts and trends
							over short and longer
o: :f:	Company in alla	Tall, about a face	Tally also ut a farmer a	Chara anna - fab -	Chave some of the	Talls about as we of the	time periods.
Significance	Compare modern	Talk about a few	Talk about a few people	Share some of the	Share some of the	Talk about some of the	Talk about some of the
	and old objects.	people of the past	of the past who have	significant events that	significant events that	significant events that	significant events that
	10.000	who have contributed	contributed to national	happened in the period	happened in the period	happened in the period.	happened in the period.
	Know my life is	to national and	and international	studied.	studied.		
	different from the	international	achievements.			Talk about the significant	Talk about the significant
	lives of people in	achievements.		Talk about the	Talk about the significant	people (e.g. Were they	people (e.g. Were they
	the past.		Explain why some	significant people of the	people of the times	leaders and how did they	leaders and how did they
			people and events were	times studied and why	studied and why they	lead? Did they lead into	lead? Did they lead into
			so important.	they were important.	were important.		

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

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

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

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