





Disciplinary Knowledge Progression for History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological Understanding</p> <p><i>This concepts makes sense of time, the sequence of when things happen, what changed and what continued. The younger children at Masefield will look at time words such as before, after, now, then, past and present. Older children will look at periods of time and be introduced to more complex terms. All children will begin a topic with a timeline of events showing progression as they are extended backwards through generations.</i></p>	<p>Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.</p> <p>Introduce Sequencing Introduce Scale See Progression In Chronology Document</p>	<p>Know how to put 3 events / objects in the correct order they happened / were made Know how to use terms like before / after old/new correctly.</p> <p>Practise Sequencing Introduce Scale Introduce Interval Introduce Duration See Progression In Chronology Document</p>	<p>Know how to put 5 events / objects in the correct order they happened / were made. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago</p> <p>Practise Sequencing Introduce Scale Introduce Interval Introduce Duration See Progression In Chronology Document</p>	<p>Know how to locate key events/periods studied on a timeline: Know the meaning of: AD, BC, century, millenium</p> <p>Practise Sequencing Practise Scale Practise Interval Practise Duration Introduce Concurrence and Interaction Introduce Overview and Depth See Progression In Chronology Document</p>	<p>Know how to locate and place the key events/periods studied on a timeline: Know the meaning of: decade, ancient, modern</p> <p>Practise Sequencing Practise Scale Practise Interval Practise Duration Introduce Concurrence and Interaction Introduce Overview and Depth See Progression In Chronology Document</p>	<p>Know how to order and place the key periods and events studied: Know how to use AD and BC accurately</p> <p>Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction Practise Overview and Depth See Progression In Chronology Document</p>	<p>Know how to order and place the key periods and events studied: Know the relationship between date and century (dates starting from 100AD are 2nd century)</p> <p>Independent Sequencing Independent Scale Independent Interval Independent Duration Independent Concurrence and Interaction Practise Overview and Depth See Progression In Chronology Document</p>
<p>Cause and Consequence</p>  <p><i>This concept shapes historical thinking and understanding. It focuses on why events occurred and why people acted a certain way. Through this concept children will create connections through time. It is also linked to chronology and helps children to recognise change across time.</i></p>	<p>Remembering events, losses in our past (lost toys, old friends)</p>	<p>Know about the cause of an event studied this year.</p>	<p>Know about the cause of an event studied this year.</p>	<p>Know cause of event and consequence (from KS1 and this year.)</p>	<p>Know cause of event and consequence: (from previous years and this year).</p>	<p>Know cause of event and consequence & explain why. (from previous years and this year).</p>	<p>Know cause of event and consequence & explain why: (from previous years and this year).</p>
<p>Change and Continuity</p>	<p>To compare and contrast characters</p>	<p>To recognise some similarities and</p>	<p>To identify similarities</p>	<p>To find out about the</p>	<p>To explain how people and events</p>	<p>To describe connections and</p>	<p>To use appropriate historical terms</p>

 <p><i>This concept develops an understanding of the idea that some things change while others old and new stay the same. In Masefield younger children will explore this through local history and looking at changes in the town and features of a place. Older children will commonly use this concept when evaluating different civilizations and time periods.</i></p>	<p>from stories, including figures from the past.</p>	<p>differences between the past and the present</p>	<p>and differences between ways of life in different periods.</p>	<p>everyday lives of people compared with our life today.</p>	<p>in the past have influenced life today.</p>	<p>contrasts between aspects of history, people, events and artefacts studied.</p>	<p>such as culture, religious, social, economic and political when describing the past.</p>
<p>Similarity and Difference</p>  <p><i>This concept considers how historians construct arguments about the extent of similarity and difference between places, people and groups in the past</i></p>	<p>Name the members of their immediate and extended family</p>	<p>Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same.</p>	<p>Know simple facts about aspects of daily life studied this year. Compare with their own life. Know some things which have changed / stayed the same</p>	<p>Know similarities and differences between daily lives of people in the past and today. Know of main changes/constants.</p>	<p>Know similarities and differences between daily lives of people in the past and today: Know of main changes/constants.</p>	<p>Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes/constants and compare with other periods studied.</p>	<p>Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes / constants and compare with other periods studied Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc..</p>
<p>Evidence and Interpretation</p>  <p>Historical Sources</p> <p><i>This concept allows children to think about how we understand the past and how we show what the past was like. Our Key Stage 2 pupils will begin to see differences between what may be fact and opinion and</i></p>	<p>Children can find answers to simple questions about the past from sources of information.</p>	<p>Look at artefacts from the past and use them to try and ask and answer questions about the past. Know what a number of older objects were used for and organise these artefacts by age Know how to ask and answer questions</p>	<p>Use artefacts to ask questions about the past (who, what, why, where, when). Know what artefacts in the past may have been used for. Use a wide range of information to answer questions about the past.</p>	<p>Use a range of sources to find out about a period in history. Suggest sources of evidence, from a selection provided, to help answer questions to present findings. Select and record information relevant to the study.</p>	<p>Use a range of sources to find out about a period in history. Suggest sources of evidence to help answer questions. Give reasons why there may be different accounts of history.</p>	<p>Confidently use the library and the internet for research. Give clear reasons why there may be different accounts of history. Select reliable sources of information to answer questions. Understand that some evidence is opinion or</p>	<p>Bring knowledge gathering from several sources together in a fluent account. Select the most appropriate sources of evidence. Understand that some evidence is propaganda and this affects interpretation of history.</p>

<p><i>construct their own conclusions as to which parts are factual and which are points of view.</i></p>		<p>about old and new objects</p> <p>Know how to spot old and new things in a picture.</p>				<p>misinformation and this affects interpretations of history.</p>	
<p>Significance of Events</p>  <p><i>Significance is how we choose what is most important in history. For KS1 pupils this may be looking at the important parts from a story or say what is important about a picture? For older children they will develop the skill of which parts of history are important and how these significant issues or events have impacted on that period in time, society or the way we live today.</i></p>	<p>Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)</p> <p>:</p>	<p>Know the name of a famous person and explain why they are famous.</p>	<p>Know the name of a famous person and explain why they are famous.</p>	<p>Know some important events, places and people</p>	<p>Know some important events, places and people:</p>	<p>Know, make links & draw comparisons between some important events, places and people:</p>	<p>Know, make links & draw comparisons between some important events, places and people:</p>
<p>Historical Enquiry</p> <p><i>Historical enquiry is key in the history curriculum. Through this concept children learn how to ask questions, select evidence and make judgements about the past. They begin to understand that there can be multiple perspectives to history.</i></p>	<p>Children know some key information about the past through settings, characters and events encountered in books.</p>	<p>Use information to describe similarities and differences between the past and now.</p> <p>Identify different ways to represent the past e.g. photos, stories, videos and adults talking about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable.</p>	<p>Use various tools to research such as books and the internet to find information about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation</p> <p>Understand the difference between primary and secondary sources.</p>	<p>Identify how artefacts can be used to tell us about periods of History.</p> <p>Distinguish between different sources representing the same period of time.</p> <p>Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.</p>	<p>Identify how artefacts can be used to tell us about periods of History.</p> <p>Use a range of different sources to piece together understanding about key events or periods of time in history.</p>	<p>Use a range of different sources to piece together understanding about key events or periods of time in history.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied</p>	<p>Compare accounts of events from different perspectives and question authenticity based on the origin of the source.</p> <p>Understand the term propaganda and how it can influence people's opinions of a real-life event.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied</p>