



Progression of Disciplinary Knowledge in History

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Describe memories of key events in their lives.</p> <p>Sort photos and artefacts into past and present.</p>	<p>Sequence events or objects in chronological order.</p> <p>Sort photos of their local area into past and present.</p>	<p>Sequence artefacts and events in chronological order – beginning to place events on a timeline.</p>	<p>Place the time studied on a timeline</p> <p>Sequence events or artefacts</p> <p>Use dates related to the passing of time</p>	<p>Place events from period studied on a timeline</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BCE/AD</p>	<p>Place current study on timeline in relation to other studies</p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Relate current studies to previous studies</p> <p>Make comparisons between different times in history</p>	<p>Place current study on timeline in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to ten events on a timeline</p>
Range and Depth of Historical Knowledge	<p>Begin to describe similarities and</p>	<p>Begin to describe similarities and</p>	<p>Find out about people and events in other times – Charles</p>	<p>Find out about everyday lives of</p>	<p>Use evidence to reconstruct life in time</p>	<p>Study different aspects of life of different people – differences</p>	<p>Find about beliefs, behaviour and characteristics of</p>

	<p>differences in objects and pictures from the past.</p>	<p>differences in artefacts.</p> <p>Use drama and hot seating to understand why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past within their local area.</p> <p>Find out about people and events in other times – Neil Armstrong & Moon Landing, Grace Darling</p>	<p>Wicksteed, The Great Fire of London & Samuel Pepys, Race to Antarctic & Captain Scott.</p> <p>Confidently describe similarities and differences in collections of artefacts.</p> <p>Develop empathy and understanding using drama and hot seating.</p>	<p>people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have had to do something.</p>	<p>studied. Identify key features and events.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient British civilisations.</p>	<p>between men and women</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p>	<p>people, recognizing that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.</p> <p>Compare and contrast ancient civilisations.</p>
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Interpretations of History	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).</p>	<p>Be able to identify different ways to represent the past.</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Be able to identify and use different sources when learning about a significant event from the past.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period – museum, cartoon etc.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of textbooks and historical knowledge.</p>	<p>Compare accounts of events from different sources - fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confident use of the library etc. for Research.</p>
Historical Enquiry	<p>Sort artefacts “then” and “now”</p> <p>To begin to ask and answer questions using photos.</p>	<p>Sort artefacts “then” and “now”</p> <p>Begin to use as wide a range of sources.</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Use as wide a range of sources.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts,</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an</p>

		To ask and answer questions related to different sources, photos and objects.	Sequence a collection of artefacts. Use of timelines. Discuss the effectiveness of sources.	pictures. Select and record information relevant to the study. Begin to use the library, e-learning for research. Ask and answer questions.	material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library, e-learning for research.	time studied. Select relevant sections of information. Confident use of library, e-learning, research.	aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account.
Organisation and Communication	Drawing Drama/role play Own photographs	Drawing Drama/role play Writing (reports, labelling, simple recount) ICT	Class display Timelines (3D with objects/ sequential pictures) Annotated photographs. Writing (reports, labelling, simple recount) ICT	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama.	Select data and organise it into a data file to answer historical questions. Know the period in which the study is set. Display findings in a variety of ways.	Fit events into a display sorted by theme time Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms. Work independently and in groups showing	Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations.

					Work independently and in groups.	Initiative.	
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