

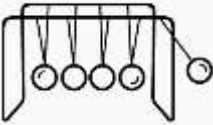




## History: Progression in Disciplinary knowledge

	EYFS	KS1	LKS2	UKS2
<p><b>Time, change and chronology</b></p> 	<ul style="list-style-type: none"> <li>• Develop an awareness of the past.</li> <li>• Order and sequence familiar events.</li> <li>• Use everyday language related to time.</li> <li>• Talk about past and present events in their own lives and in lives of family members.</li> <li>• Recognise that the world has changed, and that it has not always been as it is now.</li> <li>• Recognise a difference between old and new and sort objects in each group.</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence and order objects, people and events.</li> <li>• Develop an awareness of the past using common words and phrases such as now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> <li>• Recognise a difference between old and new.</li> <li>• Begin to identify similarities/differences between periods.</li> <li>• Make simple observations about different types of people, events and beliefs within a society.</li> <li>• Identify the specific developments and changes between one period of history and today.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a time-line.</li> <li>• Place events, people and places from a period studied on a time-line.</li> <li>• Use dates and terms related to the study such as AD and BC.</li> <li>• Establish clear narratives within periods.</li> <li>• Use correct terminology to describe events in the past.</li> <li>• Identify similarities and differences between the experiences in one historical period and those today and between the experiences in two historical periods.</li> <li>• Identify changes within and across different periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish clear narratives within and across periods.</li> <li>• Make links between periods studied.</li> <li>• Recognise that change and continuity affect each other and that change and continuity are not a single process, and do not always follow one trajectory e.g. its extent and pace can vary.</li> <li>• Identify the specific developments, changes and attitudes between one period of history and today.</li> <li>• Classify similarities and differences (e.g. social, political, religious), and start to attribute reasons to explain them.</li> <li>• Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>• Use the Latin term 'circa' as in for example c. 50 BC for 'around' 50 BC</li> </ul>

<p><b>Historical significance</b></p> 	<ul style="list-style-type: none"> <li>• Recognise significant people in their lives and their family.</li> <li>• Recognise and describe special times or events for family or friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the significance of people, events or developments in shaping their family history.</li> <li>• Recognise that people, events or developments were significant because of the scale of the change they caused.</li> <li>• Recognise the distinction between 'significant' and 'famous'.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people, events or developments were significant because of the scale, pace and duration of change they caused.</li> <li>• Identify how an individual or landmark has been significant.</li> <li>• Recognise that events are significant by what they can reveal about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how an individual or landmark has been significant and identify the impact on others and on an historical period.</li> </ul>
<p><b>Reasons and results</b></p> 	<ul style="list-style-type: none"> <li>• Question why things happen and give explanations.</li> <li>• Begin to understand that there may be reasons why people acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Give some reasons for the main events and changes in the period studied. Begin to identify that some reasons may be related.</li> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Understand that events or situations have causes; that one thing can affect another.</li> </ul>	<ul style="list-style-type: none"> <li>• Give some reasons for, and results of, the main events and changes in the period studied. Identify that some reasons may be related.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and make links between events and changes and give reasons for and results of, these events and changes.</li> <li>• Classify causes (e.g. social, political, economic, hard or soft lever) and assign relative importance to each.</li> <li>• Identify long-term causes (conditions) and short-term causes (triggers).</li> </ul>
<p><b>Interpretations</b></p> 	<ul style="list-style-type: none"> <li>• Understand some ways in which we find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some ways in which we find out about the past.</li> <li>• Identify different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how our knowledge is constructed from a range of sources.</li> <li>• Show some understanding that aspects of the past have been represented and interpreted in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</li> <li>• Recognise that history is a series of interpretations, and we can use these to</li> </ul>

				infer more about the past.
<p><b>Historical Evidence</b></p> 	<ul style="list-style-type: none"> <li>• Ask and answer questions about the past.</li> <li>• Make observations about a source.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions.</li> <li>• Articulate how we know about the past, and recognize different types of source (e.g. paintings, artefacts, photographs)</li> <li>• Make observations about a source.</li> <li>• Use sources to make inferences and deductions about the past e.g. I think...because.</li> <li>• Ask and answer questions choosing and using sources to show they understand key features.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between primary and secondary sources.</li> <li>• Cross reference primary and secondary sources to build confidence in historical understanding.</li> <li>• Consider the author, audience and purpose of a source, and how this may affect its usefulness.</li> <li>• Understand 1500=16<sup>th</sup> Century</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the context (as well as author, audience and purpose) of a source, and how this may affect its usefulness.</li> <li>• Evaluate sources of evidence and identify those that are useful for particular tasks.</li> <li>• Evaluate sources of evidence and identify those that are useful for particular tasks.</li> </ul>
<p><b>Organisation and Communication</b></p>	<ul style="list-style-type: none"> <li>• They know and can recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas about people, objects or events from the past in speaking, drawing, drama/role play.</li> <li>• They can create structured accounts using a range of media.</li> <li>• Writing (reports, labelling, simple recount)</li> <li>• Talk about who was important e.g. in a simple historical account.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events, people and changes.</li> <li>• Using their knowledge and understanding, they select and organise information to produce structured work making appropriate use of dates and terms. This skill can be demonstrated through art, music, drama, film, oral accounts, trials and sketch maps, plans and diagrams, use of mathematical data and blogs. It does not just relate to written accounts either factual or fiction.</li> </ul>	