

History Progression of Disciplinary Knowledge

| Year Group | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------------|--|---|---|--|---|---|---|--|
| Area of Study | | | | | | | | |
| Scope | Understanding the World Past and Present (ELG) Birth to 5 & Development matters People & Communities | | Changes within living memory Significant events beyond living memory and the lives of significant individuals | Changes to Britain from the Stone Age to Iron Age The Roman Empire and its impact on Britain | Britain's settlement by Anglo-Saxons and Scots A non-European society - Mayans | An overview of the earliest civilisations and a depth study of at least one early civilisation - Ancient Egypt Viking and Anglo-Saxon struggle for control of England | Ancient Greece A local history study - Industrial Revolution | |
| Cause & Consequence | To begin to make sense of their own life-story and their family's history. | To talk about the lives of the people around them and their roles in society. | To recognise why a historical event happened. To identify how a historical event can change people's lives. | To understand that there are reasons why people in the past acted as they did. To identify causes and consequences to events from the past. | To find out about the cause of an event. To identify key consequences over a period of time and be able to give reasons for those changes. | To explain how people and events in the past have influenced life today. To describe connections and contrasts between aspects of history, people, events and artefacts studied. | To identify and note connections, contrasts and trends over time in the everyday lives of people. To use appropriate historical terms such as culture, religious, social, economic and political when describing the past. | To examine causes and results of great events and the impact these had on people. To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. |
| Teaching points | <p>Cause: Causation relates to the way historians analyse how and why events or states of affairs occurred or emerged. Pupils might draw on their detailed knowledge and vocabulary to answer causation questions such as: 'Why did the Roman Empire collapse in the fifth century?'</p> <p>Consequence: For example, pupils who have studied the Roman empire can reflect back on the consequences of growing trade for the spread of religion.</p> | | | | | | | |
| Change and Continuity | To begin to make sense of their own life-story and their family's history. | To compare and contrast characters from stories, including figures from the past. | To recognise some similarities and differences between the past and the present. | To identify similarities and differences between ways of life in different periods. | To find out about the everyday lives of people compared with our life today. | To explain how people and events in the past have influenced life today. | To describe connections and contrasts between aspects of history, people, events and artefacts studied. | To use appropriate historical terms such as culture, religious, social, economic and political when describing the past. |
| Teaching points | <p>Change and Continuity: Change and continuity relates to historical analysis of the pace, nature and extent of change. The question 'how much change did the Norman Conquest bring?' is an example of a change and continuity enquiry that requires pupils to reflect on whether change or continuity best characterise comparisons of Anglo-Saxon and Norman England.</p> | | | | | | | |
| Similarity and difference | To begin to make sense of their own life-story and their family's history. | To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | To recognise some similarities and differences between individuals e.g. within the life and times of Christopher Columbus. | To identify similarities and differences between societies e.g. within 17 th Century London (Royalty and Peasantry). | To find similarities and differences between places e.g. Britain and the rest of the Roman Empire (Culture, religion, military). | To explain similarities and differences between an aspect of society e.g. the housing settlements of Anglo-Saxons and the native Britons. | To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Egypt. | To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within the period of the Industrial Revolution. |
| Teaching points | <p>Similarity and difference: Similarity and difference relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period. A question such as 'how similar were women's experiences of the War of the Roses?' would encourage analysis of similarity and difference.</p> | | | | | | | |

| | | | | | | | | |
|-----------------------------------|--|---|---|--|---|--|--|---|
| Historical significance | | To understand the past through settings, characters and events encountered in books read in class and storytelling. | To recognise why certain individuals e.g. Christopher Columbus are significant in history (achievements and impact) | To identify and describe why certain people/events are significant in the wider context of history e.g. Neil Armstrong and the Moon Landing. | To find out and describe why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. To identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence. | To explain advancements in technology e.g. in the Mayan civilisation. | To describe and discuss the achievements of the Ancient Egyptians and their significance to human development. | To evaluate the achievements of the Industrial Revolution as a turning point in British history in the context of then and now. To evaluate the achievements of the Ancient Greeks and their significance to human development. |
| Teaching points | Historical significance: Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance. A question such as 'Why has the abolition of the slave trade in 1807 been the focus of so much historical attention?' would encourage pupils to think about historical significance. | | | | | | | |
| Sources and Evidence | To begin to make sense of their own life-story and their family's history. | To comment on images of familiar situations in the past. | To look at simple artefacts and pictures to ask questions about the past. | To look at a source (such as Samuel Pepys' diary) to find answers to questions about the past. To choose and select evidence (from a selection provided) and say how it can be used to find out about the past. | To gather more detail from sources such as maps to build up a clearer picture of the past. To suggest sources of evidence to help answer questions to present findings. | To devise my own questions to find answers about the past. To begin to undertake my own research. To compare different accounts of an event and explain why they may differ. | To recognise when I am using primary and secondary sources of information to investigate questions about the past. To select relevant sections of information to address historically valid questions and construct informed responses. | To use a wide range of different evidence to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historical statues, figures, sculptures and historical sites. To investigate my own lines of enquiry by posing historically valid questions to answer. |
| Teaching points | Sources and Evidence: Pupils need to learn how historians use sources as evidence to construct, challenge or test claims about the past. A question such as 'why is it hard for historians to reconstruct the lives of people in the Indus Valley civilisations?' would encourage a focus on disciplinary knowledge relating to sources and evidence. | | | | | | | |
| Historical Interpretations | | | To use pictures, photographs or artefacts to find out about the past. To use stories or accounts to find out about the past. | To explain that there are different types of sources that can be used to help represent the past. | To look at two versions of the same event or story in history and identify differences. | To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. | To start to understand the difference between primary and secondary evidence and the impact of this on reliability. To evaluate the usefulness of different sources. | To know that people in the past represent events or ideas in a way that may be to persuade others. To show an awareness of the concept of propaganda. |
| Teaching points | Historical Interpretations: The study of historical interpretations relates to an understanding of how and why different accounts of the past are constructed. A question such as 'why do historians disagree about the causes of the Cold War?' would focus on disciplinary knowledge relating to historical interpretations. | | | | | | | |