



# Disciplinary Knowledge

## Progression: History

	Penguin	Kestrel	Kingfisher
<b>Construct and sequence the past (chronological awareness)</b>	<p>Y3</p> <ul style="list-style-type: none"> <li>Develop knowledge of local and British history on the wider timelines from the Stone Age to the present day</li> <li>To know that history is divided into periods of history e.g. ancient times, middle ages, modern</li> <li>To know that BC means 'Before Christ' and is used to show years before the year '0' and AD means 'Anno Domini' and can be used to show years from the year 1 AD</li> <li>Begin to understand the scale of history (e.g. the Bronze Age 2000 years)</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Position a growing range of eras and events on a timeline (prior history learnt)</li> <li>Separate out a timeline of Britain from global events and recognise that some events are more globally important than others</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>Position a growing range of eras and events on a timeline (prior history learnt)</li> <li>Separate out a timeline of Britain from global events and recognise that some events are more globally important than others</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>Place world history events on a timeline using correct dates and labels</li> <li>Develop a clear understanding of the order of the time periods they have studied (KS1 to KS2)</li> <li>To know relevant terms and relevant dates for the period and period labels (e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Greeks, Victorians)</li> </ul>	<p>Y6</p> <ul style="list-style-type: none"> <li>To understand the term 'century' and dating by centuries works (e.g. the 1500s are known as the 16<sup>th</sup> century)</li> <li>Have a clear understanding of the order of the time periods they have studied (covering all units from KS1 to KS2)</li> <li>Annotate a timeline with historical terms and facts</li> <li>Comment on trends that happen over time</li> </ul>
<b>Change and development</b>	<p>Y3</p> <ul style="list-style-type: none"> <li>Investigate everyday life for people in the past</li> <li>Recognise how everyday life for these people compare to my own</li> <li>Comparing different periods of history and identifying the changes and developments</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Explore differences between different people living at the same time</li> <li>To know that change can be brought about by advancements in technology, materials and trade</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>Explore differences between different people living at the same time</li> <li>To know that change can be brought about by advancements in technology, materials and trade</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>Make links between events and changes within and across different time periods/societies</li> <li>Identifying reasons for change and development</li> <li>Analysing and presenting the reasons for change and development</li> <li>Deepen understanding of trends/themes over time</li> </ul>	<p>Y6</p> <ul style="list-style-type: none"> <li>Discuss and debate trends and themes over time</li> <li>Describe changes across a historical period (considering social, political, cultural and technological changes)</li> <li>To know that change can be brought about by conflict</li> <li>To know that change can be traced using the census</li> </ul>
<b>Cause and effect</b>	<p>Y3</p> <ul style="list-style-type: none"> <li>Identify the consequences of events and actions of people</li> <li>Identify reasons for historical events, situations and changes</li> <li>Question, investigate and give reasons for events in the past</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>To know that the actions of people can be the cause of change</li> <li>To know that advancements in science and technology can be the cause of change</li> <li>Independently question the reasons behind historical events and changes, giving increasingly historically accurate answers to these questions</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>To know that the actions of people can be the cause of change</li> <li>To know that advancements in science and technology can be the cause of change</li> <li>Independently question the reasons behind historical events and changes, giving increasingly historically accurate answers to these questions</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>Give reasons for historical events, the results of historical events, situations and changes</li> <li>Start to analyse and explain reasons for, and results of, historical events, situations and change</li> <li>Debate and discuss different opinions about historical causes and effects</li> </ul>	<p>Y6</p> <ul style="list-style-type: none"> <li>To know that members of society standing up for their rights can be a cause of change</li> <li>Discuss and compare a range of plausible causes and effects</li> <li>Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives</li> </ul>

<b>Significance and interpretation</b>	<p>Y3</p> <ul style="list-style-type: none"> <li>Recall some important people and events</li> <li>Identify who is important in historical sources and accounts</li> <li>Express preference and personal response to topic being studied and back them up with evidence/facts</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come</li> <li>To know that assumptions made by historians can change in light of new evidence</li> <li>Show empathy for people living in the past, recognising what their lives would have been like and how they would have behaved</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come</li> <li>To know that assumptions made by historians can change in light of new evidence</li> <li>Show empathy for people living in the past, recognising what their lives would have been like and how they would have behaved</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>Identify and compare significant people and events across different time periods</li> <li>Explain the significance of events, people and developments</li> <li>Deepen understanding that historical knowledge comes from a range of sources</li> <li>Understand that there can be many versions of the same events and give reasons why these may exist</li> </ul>	<p>Y6</p> <ul style="list-style-type: none"> <li>Recognise that some events and people are more significant than others and use evidence to back up responses</li> <li>Understand that historical knowledge comes from a range of sources</li> <li>Make links between historical events, changes and cultures across a range of periods studied</li> </ul>
<b>Similarities and differences</b>	<p>Y3</p> <ul style="list-style-type: none"> <li>Identify similarities and differences between periods of history</li> <li>Explain similarities and differences between daily lives of people in the past and today</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul>	<p>Y6</p> <ul style="list-style-type: none"> <li>Make links with different time periods studied</li> <li>Describe change throughout time</li> </ul>
<b>Use of sources of evidence and questioning to find out about the past</b>	<p>Y3</p> <ul style="list-style-type: none"> <li>Use a range of sources or artefacts - written, visual or oral - to learn about the past</li> <li>Use evidence to build up a picture of a past event</li> <li>Observe the small details when using artefacts and pictures</li> <li>Consider the range of sources available when we study different historical periods (e.g. why do we know much more about the Vikings than the Stone Age?)</li> <li>Construct relevant questions about history and begin to suggest how these may be answered</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>Understand that historical knowledge comes from a range of sources</li> <li>Look at two versions of the same event and identify how they are similar or different</li> <li>Question the accuracy of modern depictions of historical events</li> <li>To know that we can make inferences and deductions using images from the past</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>Understand that historical knowledge comes from a range of sources</li> <li>Look at two versions of the same event and identify how they are similar or different</li> <li>Question the accuracy of modern depictions of historical events</li> <li>To know that we can make inferences and deductions using images from the past</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about a particular aspect of the past</li> <li>Identify bias in a source and identify the value of the source to historical enquiry</li> <li>Describe how secondary sources are influenced by the beliefs, cultures and time of the author</li> <li>Draw conclusions on what happened based on a study of a range of sources</li> </ul>	<p>Y6</p> <ul style="list-style-type: none"> <li>To understand the types of information that can be extracted from the census</li> <li>To know that the most reliable sources are primary sources which were created for official purposes</li> <li>Draw together and analyse a wide range of sources (both primary and secondary) sourcing these independently where appropriate</li> <li>Challenge the accuracy, validity and usefulness of artefacts, text, photographs, online resources etc. when investigating historical sources</li> </ul>