



Disciplinary Knowledge Progression: History

	Kookaburra	Hummingbird
Construct and sequence the past (chronological awareness)	<p>EYFS</p> <ul style="list-style-type: none"> To know that someone's age is the time since they were born To know that some people are older than others To know that they started life as a baby and have since grown and changed To know that parents are older than children and that grandparents are older than parents <p>Y1</p> <ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened <p>Place some basic events onto a timeline and use this to support the retelling of past events</p>	<p>Y1</p> <ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened Place some basic events onto a timeline and use this to support the retelling of past events <p>Y2</p> <ul style="list-style-type: none"> To know that living memory is 100 years To know that beyond living memory is more than 100 years ago To know that events in history may last different amounts of time To know that a decade is 10 years To record some events on a timeline Remember a few significant names and dates
Change and development	<p>EYFS</p> <ul style="list-style-type: none"> Being aware of changes that happen throughout the year and that the environment around us changes as time passes <p>Y1</p> <ul style="list-style-type: none"> Being aware that some things have changed and some things have stayed the same in their own lives Recognising some things which have changed/stayed the same as the past <p>Identify simple reasons for change</p>	<p>Y1</p> <ul style="list-style-type: none"> Being aware that some things have changed and some things have stayed the same in their own lives Recognising some things which have changed/stayed the same as the past Identify simple reasons for change <p>Y2</p> <ul style="list-style-type: none"> Describe differences between then and now To know that people change as they grow older <p>To know that daily life has changed over time but there are some similarities to life today</p>
Cause and effect	<p>EYFS</p> <ul style="list-style-type: none"> Experience cause and effect in play <p>Y1</p> <ul style="list-style-type: none"> Asking questions about, and recognising why, people did things, why events happened and what happened as a result <p>Show an understanding of some key events</p>	<p>Y1</p> <ul style="list-style-type: none"> Asking questions about, and recognising why, people did things, why events happened and what happened as a result Show an understanding of some key events <p>Y2</p> <ul style="list-style-type: none"> Recount key events from the past in their own words and explain why these events happened To know that changes may have come about because of improvements in technology Begin to think about the impact that historical events have had on modern day life

Significance and interpretation	<p>EYFS</p> <ul style="list-style-type: none"> To know the names of people that are significant to their own lives and to recall special people in their lives Understand that the past can be represented in photographs and drawings <p>Y1</p> <ul style="list-style-type: none"> Begin to understand why events being studied are important Recall special events in their own lives Discuss who or what was important in a historical event <p>Recognising different ways in which the past is represented</p>	<p>Y1</p> <ul style="list-style-type: none"> Begin to understand why events being studied are important Recall special events in their own lives Discuss who or what was important in a historical event Recognising different ways in which the past is represented <p>Y2</p> <ul style="list-style-type: none"> To know that some events are more significant than others To know the impact of a historical event on society To know that 'historically significant' people are those changed many people's lives <p>To begin to express preferences and justify them with evidence/facts (e.g. who was the greatest inventor/explorer/queen?)</p>
Similarities and differences	<p>EYFS</p> <ul style="list-style-type: none"> Begin to recognise similarities and differences between the past and today <p>Y1</p> <ul style="list-style-type: none"> Begin to look for similarities and differences over time in their own lives Identifying similarities and differences between ways of life at different times Finding out about people, events and beliefs in society <p>Making comparisons with their own lives</p>	<p>Y1</p> <ul style="list-style-type: none"> Begin to look for similarities and differences over time in their own lives Identifying similarities and differences between ways of life at different times Finding out about people, events and beliefs in society Making comparisons with their own lives <p>Y2</p> <ul style="list-style-type: none"> To know that there are similarities and differences between their lives today and their lives in the past <p>To know some similarities and differences between the past and their own lives</p>
Use of sources of evidence and questioning to find out about the past	<p>EYFS</p> <ul style="list-style-type: none"> Use photographs, stories, visits to museums, artefacts to compare the past with the present day To know that stories and books can tell us about the past <p>Y1</p> <ul style="list-style-type: none"> Use pictures and photographs to extract some information about the past Compare pictures or photographs of people or events in the past Make simple observations about a source or artefact Using sources to show and understanding of historical concepts Ask and answer some historical questions <p>Sort pictures, objects, events into old and new</p>	<p>Y1</p> <ul style="list-style-type: none"> Use pictures and photographs to extract some information about the past Compare pictures or photographs of people or events in the past Make simple observations about a source or artefact Using sources to show and understanding of historical concepts Ask and answer some historical questions Sort pictures, objects, events into old and new <p>Y2</p> <ul style="list-style-type: none"> Use a range of sources to extract some information about the past To know that we can find out about the past by asking people who were there To know that artefacts and photographs can tell us about the past To know that we can find out about how places have changed by looking at maps To know that historians use evidence from sources to find out about the past Ask and answers historically relevant questions <p>Use historical vocabulary e.g. past, present, recently, years, decades, centuries</p>