



HISTORY PROGRESSION OF DISCIPLINARY KNOWLEDGE



ST RICHARD'S
VC ACADEMY

EYFS

Curriculum Statement	EYFS
<p>Chronological understanding <i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework</i></p>	<ul style="list-style-type: none"> * Talk about past and present events in their own lives or lives of their family. * Use everyday language relating to time. Yesterday/Today/tomorrow /Morning/afternoon
<p>Range and depth of historical knowledge <i>Identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</i></p>	<ul style="list-style-type: none"> * Extend vocabulary by grouping and naming, explore meaning and sounds of new words * Use the language of change and continuity- change, difference, same, similar, now/then before/after * Make simple first-hand observations of change and continuity E.g. –plants, Animals, Weather, Human growth * Recognise links between Christmas/Easter stories and RE * Recognise link to stories- why did that happen? What causedto act like that? * Recognise key events throughout the year : Birthdays, Religious events/ celebrations, Saints day, Family events- weddings/ christenings/ bereavements
<p>Interpretations of history <i>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</i></p>	<ul style="list-style-type: none"> * Describe aspects of my familiar world, where I live or the natural world
<p>Historical enquiry <i>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p>	<ul style="list-style-type: none"> * Ask questions- why has something changed? Why has something stayed the same? * Be curious about people and show interest in stories. * Answer how and why questions in relation to stories or events. * Ask appropriate questions. * Know that information can be retrieved from books and computers.
<p>Organisation and Communication</p>	<ul style="list-style-type: none"> * Record using marks/pictures they can interpret and explain. * Extend

Key Stage One

Curriculum Statement	A Year 1 Historian should be able to...	A Year 2 Historian should be able to...
<p>Chronological understanding Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework</p>	<ul style="list-style-type: none"> * Sequence events in their life * Sequence 3 or 4 artefacts from distinctly different periods of time * Match objects to people of different ages 	<ul style="list-style-type: none"> * Sequence artefacts closer together in time - check with reference book * Sequence photographs etc. from different periods of their life * Describe memories of key events in lives
<p>Range and depth of historical knowledge Identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p>	<ul style="list-style-type: none"> * Use everyday historical terms. * Make simple observations about different types of people, events, beliefs, within society -referring to key concepts. * Recognise the difference between past and present in their own and others lives based on a key concept. * They know and recount episodes from stories about the past * Linked to chronology and explore the events leading up to another event and the direct consequences after. * To recognise/describe why an event occurred. * To recognise/describe what happened after the event. * Describe/ Explain why someone acted like they did? 	<ul style="list-style-type: none"> * Use a wide vocabulary of everyday historical terms. * Identify/describe differences between ways of life at different times. * Compare changes from a period focussing on a key concept and create links with things they see around them. * Describe/explain who was important and why. * Use role play and discussion to establish why someone acted the way they did. * Describe/explain why people did things, why events happened and what happened as a result * Link to chronology and explore the events leading up to another event and the direct consequences after and the investigating the impact on people and society.
<p>Interpretations of history They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<ul style="list-style-type: none"> * Use stories to encourage children to distinguish between fact and fiction * Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> * Compare 2 versions of a past event * Compare pictures or photographs of people or events in the past * Discuss reliability of photos/ accounts/stories

<p><i>Historical enquiry</i> <i>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p>	<ul style="list-style-type: none">* Find answers to simple questions about the past from sources of information e.g. artefacts. (Teacher Led Questions)* Think of their own questions related to the artefact, image etc.	<ul style="list-style-type: none">* Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.* Explore sources and evidence making simple comparisons
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Lower Key Stage Two

Curriculum Statement	A Year 3 Historian should be able to...	A Year 4 Historian should be able to...
<p>Chronological understanding An awareness of the past, use of common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework</p>	<ul style="list-style-type: none"> * Place the time studied on a timeline * Use dates and terms related to the study unit and passing of time, including BC/AD. * Sequence several events or artefacts 	<ul style="list-style-type: none"> * Place events from period studied on timeline * Use terms related to the period and begin to date events * Use more complex terms and BC/AD to explain.
<p>Range and depth of historical knowledge Identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p>	<ul style="list-style-type: none"> * Use a wide vocabulary of everyday historical terms. * Identify and explain key concepts that have changed or remained the same throughout and beyond the period studied. * Find out about everyday lives of people in time studied, in their homes and work. * Compare religion, technology, or politics with our life today. * Understand and explain why people may have wanted to do something and the consequences of this. * Research and communicate why this period in history seen as significant to Britain now? * Describe/explain the significant contribution made to society. * Research and explain why such a Person/event seen as significant after the time? 	<ul style="list-style-type: none"> * Develop the appropriate use of historical terms. * Identify and explain key concepts that have changed or remained the same throughout and beyond the period studied. * Identify key features and events of time studied * Communicate, using evidence, a reconstruction of life in time studied * Explain similarities and differences uniting or dividing people in the time studied. * Describe/explain reasons for and results of people's actions. * Analyse links, causes and effects in time studied * Research and communicate why this period in history seen as significant to Britain now? * Describe/explain the significant contribution made to society? * Communicate a reasonable explanation for some events

<p>Interpretations of history They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<ul style="list-style-type: none"> * Describe/explain different ways in which the past is represented * Unpick sources to explain how/why the source exists. * Distinguish between different sources – compare different versions of the same story * Compare representations of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> * Unpick sources as y3, begin to make links to the period study * Unpick sources to explain the values, attitudes expressed, intended audiences. * Begin to analyse the usefulness of different sources. * Explain using the evidence available * Use textbooks and historical knowledge
<p>Historical enquiry They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<ul style="list-style-type: none"> * Use a range of sources to find out about a period. * recognise small details – artefacts, pictures * Formulate simple questions from the sources * Answer historical questions * Select and record information relevant to the study * Begin to use the library and internet for research 	<ul style="list-style-type: none"> * Begin to formulate, with support, historically valid questions * Answer historical questions * Choose relevant material to communicate a picture of one aspect of life in time past. * Use evidence to communicate a picture of a past event * Use the library and internet for research

Upper Key Stage Two

Curriculum Statement	A Year 5 Historian should be able to...	A Year 6 Historian should be able to...
<p>Chronological understanding An awareness of the past, use of common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework</p>	<ul style="list-style-type: none"> * Know and sequence key events of time studied * Develop the appropriate use of historical terms and period labels * Make comparisons between different times in studied in previous year groups. 	<ul style="list-style-type: none"> * Know and sequence key events of time studied * Use relevant historical terms and period labels accurately. * Make comparisons between different times in studied in previous year groups.
<p>Range and depth of historical knowledge Identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p>	<ul style="list-style-type: none"> * Give detailed explanations around changes in key concepts (political, religious, technological, social/cultural). * Compare life in early and late 'times' studied. * Compare an aspect of life with the same aspect in another period. * Compare/explain different aspects of different people - differences between men and women etc. * Explain/Analyse how Britain has influenced and/or been influenced by the wider world. * Discern between causes and results of great events and the impact on people short term and long term. * Gather evidence from a range of sources, use these to develop conclusions about, the social, cultural, religious or diversity in the time period. 	<ul style="list-style-type: none"> * Give detailed explanations around changes in key concepts, including how these might link (political, religious, technological, social/cultural). * Analyse and compare life in early and late 'times' studied. * Analyse and compare an aspect of life with the same aspect in another period. * Analyse different aspects of different people - differences between men and women etc. * Analyse how Britain has influenced and/or been influenced by the wider world. * Discern between causes and results of great events and the impact on people short term and long term. * Gather evidence from a range of sources, use these to develop conclusions about, the social, cultural, religious or diversity in the time period.
<p>Interpretations of history They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<ul style="list-style-type: none"> * Compare accounts of events from different sources – fact or fiction * Offer some explanations for different versions of events based on evidence. * Select relevant sections of information from sources to form conclusions linked to key concepts. 	<ul style="list-style-type: none"> * Compare accounts of events from different sources – communicate the similarities and differences. * Offer well-reasoned explanations for different versions of events * Select relevant sections of information from sources to form conclusions linked to key concepts.

<p><i>Historical enquiry</i></p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<ul style="list-style-type: none">* Begin to identify primary and secondary sources* Use evidence to communicate an accurate picture of a past event.* Use the library and internet for research with increasing confidence.	<ul style="list-style-type: none">* Identify primary and secondary sources* Use evidence to communicate an accurate picture of a past event.* Use the library and internet for research with confidence.
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