

History Progression in Disciplinary Knowledge

	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological understanding	<p>Puts at least 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>Can confidently spot major anachronisms from most periods studied when compared with today</p> <p>Can sequence events in simple narrative</p> <p>Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while</p> <p>Begin to recognise CE and BCE (Previously BC and AD)</p>	<p>Uses timelines to place events in order.</p> <p>Uses words and phrases: century, decade.</p> <p>Can begin to talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman;</p> <p>Begins to realise that Ancient means thousands of years ago;</p> <p>Continue to develop understanding of CE and BCE and the meaning of year labels eg 1066 1066 years since the Common Era began. 46BCE 46 years before the Common era began</p>	<p>Uses words and phrases: century, decade, CE/BCE, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p> <p>Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s;</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman;</p> <p>Realises that Ancient means thousands of years ago;</p> <p>Embed understanding of CE and BCE and the meaning of year labels eg 1066 1066 years since the Common Era began. 46BCE 46 years before the Common era began.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, CE/BCE BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p> <p>Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year;</p> <p>Begin to divide recent history into present, using 21st century, and the past using 19th and 20th centuries</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: CE/BCE- BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p> <p>Can successfully match simple iconic images to each of the periods studied;</p> <p>Can make links between three periods in history, comparing, spotting similarities differences</p>
Using and creating timelines	<p>Timeline marked with Centuries and decades from 1066 onwards: focus is on sequence of events and order of monarchs with new events added in.</p> <p>An 'exploded' more detailed timeline is created for each period</p>	<p>The large overview timeline is used with children using the language of centuries and decades Each period studied is located on the large overview time line from, revisiting all previous historical periods.</p>	<p>Identify where the periods being studied are represented on the large overview timeline.</p> <p>Decide on a suitable scale for their timelines and begin plot the points with increasing accuracy.</p>	<p>With a high level of independence:</p> <p>Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately.</p> <p>Recreate a world timeline from Ancient to modern times placing all historical periods studied in the correct order.</p>	

	<p>studied with children sequencing and putting dates on on their visual representation.</p> <p>TO USE AND BEGIN TO MAKE TIMELINES FOCUSED ON ORDERING RATHER THAN ACCURATE SCALING</p>	<p>An 'exploded' more detailed timeline is created for each period studied beginning to put dates on, using a scale of centuries and decades more independently. They then use this to sequencing events in the correct order.</p> <p>TO USE AND MAKE TIMELINES USING THE SUGGESTED SCALING</p>			<p>TO USE AND MAKE INCREASINGLY DETAILED TIMELINES, USING A RANGE OF SCALES.</p>
Historical Enquiry	<p>Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions: Begin to</p>	<p>Begin to understand the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Recognise primary and secondary sources Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions.</p>	<p>Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of evidence</p>

	<p>describing their features. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.</p>	<p>use the library and internet for research Observe small details – artefacts, pictures Select and record information relevant to the study Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.</p>	<p>Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions. Choose relevant material to present a picture of one aspect of life in time past</p>	<p>Select relevant sections of information Realises that there is often not a single answer to historical questions. Use evidence to build up a picture of a past event</p>	<p>Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p>
Cause and consequence	<p>Question why things happen and give explanations Recognise why people did things, why events happened and what happened as a result</p>	<p>Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people</p>	<p>Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade Moves away from simply listing to trying to give a little detail about each cause</p>	<p>Identify and give reasons for, results of, historical events, situations, changes Realises that events usually happen for a combination of reasons, even though there is still some element of listing Moving from two causes to realising that you need to give several causes to explain some events; Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen</p>	<p>Starts to genuinely explain rather than list causes of key events; May dwell on one cause at expense of others but it is real attempt to explain not just describe; Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently ;</p>

Significance	Talk about who was important eg in a simple historical account Know that events, and people are seen as significant because they result in change. Can explain why some events in the past were significant.	Talk about who was important eg in a simple historical account Know that events, and people are seen as significant because they result in change. They had consequences for people at and or over time.	Know that events, people and developments are seen as significant because they result in change. They had consequences for people at and or over time. They can give oral and written explanations of why something is significant.	Identify historically significant people and events in situations Understands and can explain the reasons why people, events and developments are significant.	Identify historically significant people and events in situations Understands and can explain, using evidence the reasons why people, events and developments are significant.
Organise and communicate historical knowledge and understanding	Writes well in simple and accurate, sequenced, sentences when narrating what happened in the past Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;	Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs; Can use appropriate ways of communicating their understanding;	Answers are structured and provide supporting evidence for statements made; Able to see two sides of a question and can offer arguments on both sides; Answers are relevant to the question set;	Answers are structured and provide supporting evidence for statements made; Able to see two sides of a question and can offer arguments on both sides; Answers are relevant to the question set; Widespread use of period specific detail to make the work more convincing and authentic; When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes; Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing; Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.	