



## History Disciplinary Concepts Progression

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological understanding</b>						
<p>Begin to understand the passage of time in their own life, for example, know 3 things they couldn't do as a baby but that they can do now.</p>	<p>Using common words and phrases for the passing of time ( old/ new, long ago, then, before/after past present)</p> <p>Know some of the differences between past and present in their own/ others' lives.</p> <p>Show on a timeline the sequence of 3 objects, pieces of information by when happened or made. e.g. sequence 3 events in their life.</p>	<p>Know how to put 4 events / objects/photos closer together in time in the correct order they happened / were made on a timeline.</p> <p>Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago</p> <p>Know where people/events studied fit into a chronological framework.</p>	<p>Know how to locate key events/periods studied on a timeline</p> <p>Use dates related to the passing of time AD, BC, century</p> <p>Understand that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>sequence events or artefacts on a timeline</p> <p>Make a simple individual timeline.</p>	<p>Know how to locate and place the key events/ periods studied on a timeline:</p> <p>use terms related to the period e/g/ ancient, millennium and begin to date events</p> <p>Know the meaning of: decade, ancient, modern</p> <p>Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p>	<p>Know how to order and place the key periods and events of time studied (and previous studied)</p> <p>Place current study on a time line in relation to other (previous) studies</p> <p>Know the CE and BCE can be used instead of AD and BC</p> <p>Understand the term century and how dating by centuries works.</p> <p>make comparisons between different times in history</p>	<p>Know how to order and place key periods and events studied in relation to other studies.</p> <p>Know how to sequence 10 events on a time line.</p> <p>Know the relationship between date and century (dates starting from 100AD are 2nd century) Put dates in the correct century.</p> <p>Use relevant dates/ terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons</p> <p>Compare and making connections between different contexts in the past</p>
<b>Cause and Consequence</b>						
<p>Remember events – losses in own past lost toys, old friends</p> <p>Begin to develop an understanding of why things happened in the past.</p>	<p>Know the cause and effect of an event studied this year</p> <p>Ask why things happen and begin to explain why with support.</p>	<p>Ask questions about why people did things, why events happened and what happened as a result.</p> <p>Recognise why people did things, why events</p>	<p>Know the cause of events and consequence (KS1 and current year)</p>	<p>Identify the consequences of events and the actions of people.</p> <p>Identify reasons for historical events, situations and changes.</p>	<p>Know cause of event and consequence &amp; explain the role and significance of different causes and effects of a range of events and developments.</p>	<p>Give reasons for historical events, the results of historical events, situations and changes.</p> <p>Comment independently on the different types of</p>

		happened and what happened as a result.			Starting to analyse and explain the reasons for, and results of historical events, situations and change.	causes and effects for most of the events covered, including longer- and shorter-term aspects. Make links to other events in History.
<b>Historical Significance of Events / People/ Places</b>						
Know the names of a significant event in their own life (Christmas, Eid, Diwali, birthday etc)	Know the name of a famous person and explain why they are famous.  Recall special events in their own lives.	Know the name of a famous person and explain why they are famous.  Discuss who was important in a historical event.	Know some important events, people and places (from current and previous studies)	Know some important events, people and places (from current and previous studies)  Identify who is important in historical sources and accounts	Identifying and compare significant people and events across different time periods.  Explain the significance of events, people and developments.	Know, make links and draw comparisons between some important events, places and people.
<b>Similarity and Difference / Continuity and Change</b>						
<b>Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</b>						
Name members of their immediate and extended family  Know some differences between things in the past and now.	Know simple facts about aspects of daily life studied this year  Understand that some things change while other items remain the same and some are new.  Know a few similarities, differences and changes occurring within a particular unit of study e.g. own lives  Be aware that some things have changed and some have stayed	Find out about people, events and beliefs in society. Make comparisons with their own lives.  Know some things which have changed / stayed the same in their own lives.  Identify similarities and differences between ways of lives at different times.  Identify simple reasons for change.	Know and describe the main similarities and differences between daily lives of people in the past and today  Identify similarities and differences between periods studied.  Know some main changes/constants  Identify reasons for change and for continuities.  Identify what the situation was like before the change.	Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.  Make links with different time periods studied.  Know some main changes/constants  Describe the changes and continuity between different periods of history.	Know similarities and differences between daily lives including social, cultural, religious and ethnic diversity of people.  Make links between events and changes the periods of history.  Know of main changes/ constraints and compare with other periods studied.  Identifying the reasons for changes and continuity.	Know similarities and differences between daily lives including social, cultural, religious and ethnic diversity of people.  Make links between events and changes within and across different time periods / societies.  Know of main changes/ constraints and compare with other periods studied.  Describe the reasons for

	the same in their own lives	Know some things which have changed / stayed the same as the past.	Compare two periods of history and identifying changes and continuity.	Compare different periods of history and identifying changes and continuity. Describing change throughout time.		Change/continuity through the use of general, abstract terms such as gradual/rapid important/unimportant
<b>Historical Enquiry</b>						
Use photographs to talk about their family's past Know that photos tell stories about our past.	Use historical artefacts, photos and visits to museums to find out about the past.  Sort artefacts into then and now	Use historical artefacts, photos and visits to museums to answer simple questions about the past.  Ask questions about sources	Use a range of sources of evidence to find out about the period. Observe small details in artefacts and pictures Ask and answer questions about the past	Use a range of sources Choose relevant evidence to build up a picture of the past. Ask and answer questions about the past Know what a primary and secondary source is	Recognise some sources many be more reliable than others. Use sources to answer a question independently. Use sources to build up a picture of life in the time studied. Recognise primary and secondary sources	Recognise some sources many be more reliable than others and some reasons for bias. Use sources to formulate a question and investigate answers independently. Bring information together from more than source in a fluent account
<b>Sources of Evidence</b>						
	Use artefacts, photos and visits to museums to answer simple questions about the past.  Find answers to simple questions about the past using sources e.g. artefacts.  Sort artefacts from then and now.	Use artefacts, photographs and visits to museums to ask and answer questions about the past.  Make simple observations about a source or artefact.	Use a range of sources to find out about a period.  Use evidence to begin to build up a picture of a past event.	Observe the small details when using a range of artefacts and pictures.  Using evidence to build up a picture of a past event.	Recognise primary and secondary sources.  Use a range of sources to find out about a particular aspect of the past.  Identifying bias in a source and identifying the value of the sources to historical enquiry	Use a range of sources to find out about different aspects of the past.  Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
<b>Historical Interpretation</b>						
	Begin to identify some ways to represent the past: photos, stories, adults talking about the past)	Compare pictures or photos of people or events in the past.	Look at different accounts of history.	Look at a different version of the same event. Identify differences and talk about the reasons	Compare accounts of events from different sources and suggest explanations for	Know some evidence is propaganda, opinion or misinformation

		<p>Recognise some ways the past is represented.</p> <p>Know what an eye-witness account is.</p>	<p>Give reasons for different ways the past is represented.</p> <p>Explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books</p>	<p>why the past is represented.</p> <p>Start to evaluate the usefulness of sources Know what is fact and fiction.</p> <p>Independently use textbooks to gain knowledge.</p>	<p>different versions of events.</p> <p>Understand different evidence creates different conclusions.</p> <p>Evaluate evidence to choose most useful and reliable.</p> <p>Know what is fact and fiction and opinion</p>	<p>Give reasons why and be aware different sources lead to different conclusions.</p> <p>Develop strategies for checking the accuracy of evidence.</p> <p>Evaluate evidence to choose most reliable.</p>
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Year 1	Year 2	Year 3	Year 4	Year 5	Y6
<b>Posing historical questions</b>					
<p>Ask how and why questions based on stories, events and people.</p> <p>Ask questions about sources of evidence e.g. artefacts.</p>	<p>Ask a range of questions about stories, events and people.</p> <p>Understand the importance of historically-valid questions.</p>	<p>Understand how historical enquiry questions are structured.</p> <p>Create historically-valid questions for the period being studied.</p> <p>Ask questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Ask questions about the usefulness of historical evidence.</p>	<p>Understand how historical enquiry questions are structured.</p> <p>Create historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Ask questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Create questions for different types of historical enquiry.</p> <p>Ask questions about the bias of historical evidence.</p>	<p>Plan a historical enquiry.</p> <p>Suggest the evidence needed to carry out the enquiry.</p> <p>Ask historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Begin to create a hypothesis to base an enquiry on.</p> <p>Ask questions about the interpretations and viewpoints s held by others.</p>	<p>Plan a historical enquiry.</p> <p>Suggest the evidence needed to carry out the enquiry.</p> <p>Identify methods to use to carry out the research.</p> <p>Ask historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Create a hypothesis to base an enquiry on.</p> <p>Ask questions about the interpretations, viewpoints and perspectives held by others.</p>
<b>Gathering and organising evidence</b>					
<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Find out information from sources.</p>	<p>Understand how we use books and sources to find out about the past.</p> <p>Use a source to answer questions about the past.</p> <p>Select information from a sources to answer a question.</p>	<p>Use a range of sources to construct knowledge of the past.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identify primary sources.</p>	<p>Explain the terms 'source' and 'evidence'.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identify the bias of a source.</p>	<p>Use different sources to make and substantiate historical claims.</p> <p>Develop an awareness of the variety of historical evidence in different periods of time.</p>	<p>Recognise 'gaps' in evidence.</p> <p>Use a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Consider a range of factors when discussing the</p>

Make simple observations about the past from a source.		Start comparing and contrasting different historical sources.	Comparing and contrasting different historical sources.	Identify how sources with different perspectives can be used in a historical enquiry.  Start to distinguish between fact and opinion.	reliability of sources, e.g. audience, purpose, accuracy, the creators of the source  Distinguish between fact and opinion.
<b>Interpreting findings, analysing and making connections</b>					
Interpret evidence by making simple deductions  Make simple inferences and deductions from sources of evidence.  Describe the main features of concrete evidence of the past or historical evidence e.g. pictures, artefacts and buildings.	Make links and connections across a unit of study.  Select and use sections of sources to illustrate and support answers.  Draw simple conclusions to answer a question	Understand that there are different ways to interpret evidence.  Interpret evidence in different ways.  Understand and begin to make deductions from documentary as well as concrete evidence e.g. pictures and artefacts.	Understand that there are different ways to interpret evidence.  Interpret evidence in different ways.  Understand and make deductions from documentary as well as concrete evidence e.g. pictures and artefacts.  Make links and connections across a period of time, cultures or groups.  Ask the question "How do we know?"	Interpret evidence in different ways using evidence to substantiate statements.  Begin to make increasingly complex interpretations using more than one source of evidence.  Make connections, draw contrasts and analyse within a period and across time.	Interpret evidence in different ways using evidence to substantiate statements.  Make increasingly complex interpretations using more than one source of evidence.  Challenge existing interpretations of the past using interpretations of evidence.  Make connections, draw contrasts and analyse within a period and across time.  Begin to interpret simple statistical sources
<b>Evaluating and drawing conclusions</b>					
Draw simple conclusions to answer a question.	Make simple conclusions about a question using evidence to support	Understand that there may be alternative conclusions to a historical enquiry question.  Reach conclusions that are supported by historical evidence.	Understand that there may be multiple conclusions to a historical enquiry question.  Reach conclusions that are substantiated by historical evidence.	Reach conclusions which are increasingly complex and supported by different sources.  Evaluate conclusions	Reach conclusions which are increasingly complex and substantiated by a range of sources.  Evaluate conclusions and identify ways to improve conclusions.

		Recognise some similarities and differences between past events and today.	Recognise similarities and differences between past events and today.		
<b>Communicating findings</b>					
<p>Communicate findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago.</p> <p>Discuss and writing about past events or stories in narrative or dramatic forms.</p> <p>Express a personal response to a historical story or event. / Saying, writing or drawing what they think it felt like in response to a historical story or event.</p>	<p>Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Use relevant vocabulary in answers.</p> <p>Describe past events and people by drawing or writing.</p> <p>Express a personal response to a historical story or event through discussion, drawing our writing</p>	<p>Communicate knowledge and understanding through discussion, drama, art and writing.</p> <p>Construct answers using evidence to substantiate findings.</p> <p>Create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Describe past events orally, recognising similarities and differences with today</p>	<p>Communicate knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Construct answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments.</p> <p>Create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Create a structured response or narrative to answer a historical enquiry.</p> <p>Describe past events orally or in writing, recognising similarities and differences with today</p>	<p>Communicate knowledge and understanding in a rang of ways, including discussion, debates, drama, art, writing</p> <p>Show oral evidence of continuity and change as well as indicting simple causation</p> <p>Construct structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Construct explanations for past events using cause and effect. Using evidence to support and illustrate claims.</p>	<p>Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Show written and oral evidence of continuity and change as well as indicting simple causation</p> <p>Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Construct explanations for past events using cause and effect. Using evidence to support and illustrate claims.</p>