

HISTORY

Progression Map – Disciplinary Knowledge



	Investigate and Interpret the Past	Build an Overview of World History	Understand Chronology	Communicate Historically
National Curriculum: History Aims for Key Stage 1 and 2		To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.	To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
	To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and Interpret the Past	To know that books can give us information.	To know information can be found in books.	To know how the past has been represented in a different way (a letter, diary entry, newspaper article). To know the past can be represented in different ways (e.g. a letter, diary, newspaper article).	To know that accounts of a historical event can be from between perspectives.	To know the different accounts of a historical event, explaining some of the reasons why the perspectives are different.	To know how different sources of information can help answer a hypothesis about the past.	To know how to use sources of information to form testable hypotheses about the past. To know about propaganda and how historians must understand the social context of evidence studied.
	Ask questions such as: What can you see? What is the same/ different? (develop over the year to historical context in the summer)	Ask questions such as: What happened?	Ask questions such as: What was it like for people? What happened? How long ago?	To know the consequences of some events in history.	To know causes and consequences of some of the main events and changes in history.	To know that no single source of evidence gives the full answer to questions about the past.	To know how to refine lines of enquiry as appropriate.
	To know pictures can show the past.	Observe and handle evidence and ask questions. To ask questions about an object or evidence.	To know how to ask appropriate questions about the past.	To know how to use evidence to ask questions about the past.	To know how to use evidence to find answers to questions about the past.	To know how to use sources of evidence to collate information about the past. To know how to seek out a wide range of evidence to find answers about the past.	To know how to use sources of evidence to deduce information about the past. To know how to seek out and analyse a wide range of evidence in order to justify claims about the past.
	To know an artefact is a real thing from the past.	To know that artefacts and pictures can give information about the past.	To know how to use artefacts, pictures, stories, online sources and databases to find out about the past.	To know suitable sources of evidence for historical enquiry.	To know how to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	To know how to select sources of evidence on their suitability.	To know how to select suitable sources of evidence, giving reasons for choices.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Build an Overview of the World	To know that people investigate the past. To know people who are important to me.	To know significant people from the past, with basic key facts.	To know about significant people from the past, using key facts and events from their life. To know that there are reasons for why people acted the way they did.	To know the characteristic features of the past, including key events. To know the reasons for why people acted the way they did.	To know the characteristic features, including key events, ideas and beliefs. Begin to give reasons for the actions of people in the past.	To know the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. The know the reasons for the actions of people in the past	To know the social, ethnic, cultural or religious diversity of past society, using comparisons to other societies studied. To know reasons for the actions of people in the past, relating it to the experiences of the society at the time.
			To know historical events.	To know the change in Britain from one time period to another, either before or after.	To know the history of life in Britain: from ancient to medieval times. To know how to make comparisons of times studied.	To know the history of life in Britain and some major events from the rest of the world. To know how to make comparisons between times studied and other areas of interest around the world.	To know the broad overview of life in Britain and the major events from the rest of the world. To know how to compare and contrast some of the times studied with those of other areas of interest around the world.
				To know some recent changes in the locality of the school.	To know changes in the locality of the school throughout history.	To know continuity and change in the history of the locality of the school.	To know the reasons for continuity and change in the history of the locality of the school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand chronology	To know the class calendar shows the passage of time.	To know how a timeline shows the passage of time. To use words such as before and after to describe events.	To know how to place events on a timeline, using words or phrases such as: past, present, older, newer.	To know how to read dates on a timeline. Use dates to describe events (In 793 CE)	To know how to use dates and terms (medieval period/ Roman era) accurately.		
		To know that changes happen in their own lives.	To know changes that have occurred in their own lives.	To know changes that have happened over time, on a timeline.	To know the concept of change over time, representing this along with evidence, on a timeline. To know the main changes in a period of history.	To know the continuity and change over time, beginning to represent them on a timeline. To know the main changes in a period of history (using terms such as social, religious, political, technological and cultural). To know periods of rapid change in history.	To know the concepts of continuity and change over time, representing them, along with evidence, on a timeline. To know the main changes in a period of history (using terms such as social, religious, political, technological and cultural). To know the periods of rapid change in history and contrast them with time of relatively little change.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicate historically	Use class calendar to talk about time over a period. To use the words past and present.	To describe the passing of time, use words and phrases such as: a long time ago recently when my parents/carers were children	To describe the passing of time, use words and phrases such as: a long time ago recently when my parents/carers were children years, decades and centuries	Use appropriate historical vocabulary to communicate, including: time period era change BCE/BC	Use appropriate historical vocabulary to communicate, including: dates time period era change BCE/BC	Use appropriate historical vocabulary to communicate, including: dates time period era change chronology- BCE/BC continuity century decade legacy	Use appropriate historical vocabulary to communicate, including: dates time period era change chronology continuity change century decade legacy
		To know these concepts: nation a nation's history monarchy civilisation	To know these concepts: parliament democracy law war and peace	To know these concepts: historical source evidence account locality BCE/CE represent ancient	To know these concepts: primary/secondary source cause consequence medieval	To know these concepts: characteristic features hypothesis testable reliable continuity and change culture	To know these concepts: propaganda bias diversity (and the elements it may refer to)
				Apply literacy and numeracy skills to communicate information about the past.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use literacy and numeracy skills appropriately to communicate about the information about the past, in a variety of ways.	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.