

# Progression of Disciplinary Knowledge

| Progression of Disciplinary Knowledge — Reception to Year 3 |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                             | Chronological understanding                                                                                                                                                                                                                                                                                 | Change and continuity                                                                                                                                                                                                                                                                                                                                           | Significance                                                                                                                                                                                                                                                                                                                                                                           | Similarity and difference                                                                                                                                                                                                                                                                                                                                                                                                                | Interpreting history                                                                                                                                                                                                                                                                                                                                                                                                            | Cause and Consequence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Source work                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>R</b>                                                    | <ul style="list-style-type: none"> <li>Order a sequence of events: first, then, after...</li> </ul>                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Explore own changes since birth.</li> </ul>                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Know people significant to them.</li> <li>Know how events are remembered.</li> </ul>                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Recognise that life now is different to the past.</li> <li>Know the similarities between themselves and others, and between communities, families and traditions.</li> </ul>                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Look at a range of old and new objects.</li> <li>Know a familiar event can be represented in different ways e.g. a birthday party, photograph, video and oral memories.</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Question why things happen and give explanations. E.g. why the tower fell down.</li> <li>Identify what made something happen.</li> </ul>                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Can find the answer to a question when looking at simple pictures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |
| <b>1</b>                                                    | <ul style="list-style-type: none"> <li>Sequence events in their own life.</li> <li>Confidently use terms past, present, old, new, in the past, in the olden days, a long time ago.</li> <li>Understand the world was different in the olden days.</li> </ul>                                                | <ul style="list-style-type: none"> <li>Understand some differences between 'then' and 'now.' E.g. then buildings were built with wood, now they're built with bricks and stone.</li> <li>Identify 'old' and 'new', e.g. old and new toys.</li> <li>Use subject specific details to reference how life was different e.g. 'In the Victorian times...'</li> </ul> | <ul style="list-style-type: none"> <li>Identify significant life events.</li> <li>Differentiate between important events/people and historically significant people e.g. my birthday and princess Diana.</li> <li>Know the effect someone has can make them significant.</li> <li>Know what an event is e.g. the Great Fire of London.</li> <li>Explain significant events.</li> </ul> | <ul style="list-style-type: none"> <li>Identify key differences between then and now. E.g. Now our toys are electronic but in the past they used wood and plastic.</li> <li>Identify old and new artefacts e.g. an old bear and a new bear.</li> </ul>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Know that there are different versions of historical events e.g. the life and death of princess Diana.</li> <li>Begin to understand that not all sources of information answer the same questions e.g. the bucket used during the Great Fire of London can only tell us about the fire equipment, not why the fire started.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Give simple reasons why an event happened. E.g. what caused the Great Fire of London.</li> <li>Can give a simple reason why a person acted in the way they did. E.g. why Ruby Bridges decided to enter an all-white school.</li> </ul>                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Explain how we know what we were like when we were younger. E.g. photographs, videos, memories.</li> <li>Can name some artefacts.</li> <li>Use information from two simple sources to answer a question. E.g. 'How can we tell this Teddy is old?' Because it looks different to the one in this source.</li> </ul>                                                                                                                     |
| <b>2</b>                                                    | <ul style="list-style-type: none"> <li>Sequence events of a longer story.</li> <li>Describe change over time using appropriate words and phrases.</li> <li>Realise we use dates to describe events in time.</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Describe differences between two periods from the past and now.</li> <li>Offer simple reasons why changes occur.</li> </ul>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Identify reasons why people can be important and historically significant.</li> <li>Know people around the world can be seen as historically significant e.g. Nelson Mandela and Rosa Parks.</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>Know not everyone's life in the past was the same e.g. Catholics were treated unfairly during the reign of King James I.</li> <li>Identify the difference between then and now e.g. how games have changed over time: (Then) 1400s games included draughts and chess; (Then) Victorian Era included hopscotch and marbles; (Now) modern day games include Jenga, Lego, computer games.</li> </ul> | <ul style="list-style-type: none"> <li>Know that not all sources tell us the same things e.g. different items and books from the gunpowder plot tell us different things about the event.</li> <li>Different sources give us different information. E.g. the video account was different to the books read.</li> <li>Understand that people can disagree about what happened in the past without anyone being wrong.</li> </ul> | <ul style="list-style-type: none"> <li>Can give simple consequences of somebody's actions. E.g. the result of Florence Nightingale's work in the improvement of hospitals included the development of the nursing profession, increased hygiene and her help to cure the soldiers.</li> <li>Offer two or three reasons why an event took place e.g. the causes that led to the Montgomery Bus Boycott.</li> <li>Give consequences of an event. E.g. the Montgomery Bus Boycott led to the desegregation of buses.</li> </ul> | <ul style="list-style-type: none"> <li>Know that we can find out about a person's life through a range of sources e.g. newspapers, letters, books (Nelson Mandela).</li> <li>Use multiple sources e.g. maps, text and images.</li> <li>Use ideas from multiple sources to answer a given question. E.g. 'Why did the Great Fire of London spread so quickly?'</li> <li>Make deductions that go beyond the literal e.g. what the source from Guy Fawkes can tell us.</li> </ul> |
| <b>3</b>                                                    | <ul style="list-style-type: none"> <li>Spot major anachronisms from most periods studied when compared with today.</li> <li>Use words that mark the passing of time such as 'while' and 'during.'</li> <li>Talk about three periods of time.</li> <li>Know BC and AD as historical time markers.</li> </ul> | <ul style="list-style-type: none"> <li>See simple changes between the beginning and end of a very long period e.g. differences between Stone Age and Iron Age.</li> <li>Recognise changes over a shorter period and why these changes take place.</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>Explain how individuals and events can lead to national change e.g. Women's right to vote and Henry VIII's reformation.</li> <li>Understand the significance of an ancient civilisation based on their achievements.</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>Recognise anachronisms e.g. tractors in Ancient Egypt.</li> <li>Develop an understanding of key features of a period e.g. why the Ancient Egyptians mummified bodies.</li> <li>Explain some differences between people in Ancient Egypt e.g. Pharaohs were at the top of the hierarchy with absolute power, whereas slaves were at the bottom.</li> </ul>                                         | <ul style="list-style-type: none"> <li>Identify different versions of the same event.</li> <li>Identify why we have more than one version of an event e.g. people used different evidence, or no one was there recording the event.</li> <li>Describe different interpretations of an event e.g. why Henry VIII broke with Rome.</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Analyse actions of people in historical settings focusing primarily on what one person wanted e.g. why Henry wanted to break with Rome.</li> <li>Identify that some events can have more than one cause e.g. the break with Rome took place for a number of reasons.</li> <li>Understand that consequences can be a result of a group of people e.g. Women's suffrage was a result of a group of people, not just Emmeline Pankhurst.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Make simple deductions from primary sources e.g. what life was like during the Stone Age.</li> <li>Use more than one source to answer the question.</li> <li>Children start cross-referencing sources to check if other sources agree e.g. 'Was the Stone Age man simply just a hunter gatherer?'</li> </ul>                                                                                                                            |

# Progression of Disciplinary Knowledge (continued)

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| Progression of Disciplinary Knowledge — Years 4 to 6 |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 4                                                    | <ul style="list-style-type: none"> <li>Know ancient means thousands of years ago.</li> <li>Talk about the past in terms of period e.g. Egyptians, Romans.</li> <li>Make comparisons between two periods e.g. Ancient Mayans and Egyptians.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Identify changes across two periods e.g. between Iron Age and Roman settlements.</li> <li>Identify significant changes that have taken place within a period.</li> <li>Recognise simple elements of a period that have continued.</li> </ul>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Begin to understand the legacy of significant people on the world today e.g. Elizabeth Fry (old £5 note).</li> <li>Justify the importance of people in the past.</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Know that there were levels in society e.g. the hierarchical Mayan social structure: kings, priests, nobles, merchants, farmers, labourers, slaves.</li> <li>Recognise the differences between rich and poor and how life would differ e.g. society was split into three different classes during the Georgian era: upper, middle and working class.</li> </ul>                                            | <ul style="list-style-type: none"> <li>Offer simple reasons why interpretations differ.</li> <li>Understand that history is somewhat based upon interpretations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Explain the causes of an event with some detail e.g. why Claudius decided to invade Britain.</li> <li>Identify multiple causes for an event taking place and begin to explain, not just describe e.g. for the question ‘Why did the Roman Empire come to an end?’ children may include military overreach, cost and invasions.</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Raise questions as to what evidence can tell us.</li> <li>Children begin to see that some evidence is more useful than others when answering different questions e.g. different sources tell us different things about the Mayans’ way of life including religion, way of life and architecture.</li> </ul>                                                                                                                                                                                     |
| 5                                                    | <ul style="list-style-type: none"> <li>Understand the duration of periods.</li> <li>Use dates as important markers of events e.g. Civil Rights Act, 1964.</li> <li>Compare key features across three periods of history e.g. Empire during the Tudors (Elizabethan period), Georgians and Victorians.</li> </ul> | <ul style="list-style-type: none"> <li>Understand that some changes are more significant than others e.g. the industrial revolution compared to the changes brought by the Anglo-Saxons.</li> <li>Know that some changes can be described as a revolution due to their nature and scale e.g. industrial revolution.</li> <li>Understand that not all change is viewed positively by everyone e.g. building of the railway during the industrial revolution.</li> </ul> | <ul style="list-style-type: none"> <li>Understand that people can be seen as significant due to their relevance to life today.</li> <li>Understand we see things differently to how they were seen at the time.</li> <li>Understand that changes are not always the result of one person.</li> </ul> | <ul style="list-style-type: none"> <li>Understand how peoples’ roles differed depending on status e.g. during the Victorian era, children from poor backgrounds had to work in factories unlike middle and upper class children who had access to education.</li> <li>Know peoples’ experience of an event differed for many reasons e.g. discrimination was more prevalent in the southern states than the northern states of the US.</li> </ul> | <ul style="list-style-type: none"> <li>Children understand that people create different versions of the past for different audiences and how this can affect what is written e.g. children’s views of the workhouses.</li> <li>Know views may differ when looking at different aspects e.g. the Empire was positive in regard to trade and sharing ideas but negative in the treatment of the customs of others.</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Know people were affected differently e.g. the railway built during the Victorian Era did not affect everyone in the same way: factory owners enjoyed the transportation of goods, but farmers were fearful of losing land and noise pollution.</li> <li>Know one cause might be linked to another, making it more likely to happen e.g. the Civil Rights Act passed in 1960 can be attributed to the work of a number of people and groups, not just Martin Luther King.</li> </ul> | <ul style="list-style-type: none"> <li>Begin using terms: ‘we cannot tell for sure’ and ‘most evidence suggests,’ when looking at sources.</li> <li>Look at the provenance of a source and realise that we need to be sceptical e.g. the inquisition that took place in working factories during the Victorian era.</li> </ul>                                                                                                                                                                                                         |
| 6                                                    | <ul style="list-style-type: none"> <li>Match simple iconic images to each of the periods studied.</li> <li>Use dates and terms to establish period detail e.g. the phases of war.</li> <li>Make links between periods in history, spotting similarities and differences.</li> </ul>                              | <ul style="list-style-type: none"> <li>Understand what is meant by a turning point e.g. what was the turning point in the Battle of Britain?</li> <li>Understand that changes don’t always last e.g. the British Empire.</li> <li>Understand some changes lead to others e.g. the changes in Britain.</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Understand people can be seen as significant due to their relevance to life today.</li> <li>Understand we see things differently to how they were seen at the time.</li> <li>Understand changes are not always the result of one person.</li> </ul>           | <ul style="list-style-type: none"> <li>Understand peoples’ experiences differed depending on their status and where they lived e.g. women’s position in Greek society was different in Athens and Sparta.</li> <li>Understand children’s experience of the same event can be different and would also depend on their social background e.g. the evacuation of children during World War II.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Understand how sources contain bias and understand how this may affect the content of the source e.g. the account of the Monk at Lindisfarne may be exaggerated.</li> <li>Children understand that some interpretations are more accurate than others due to evidence e.g. raiding Vikings being painted as only raiders and not settlers.</li> <li>Realise that history is constantly being re-written e.g. the new finds in York shed a different perspective on whether the Vikings were raiders or settlers.</li> </ul> | <ul style="list-style-type: none"> <li>Explain an event using a simple form of classification e.g. in answer to the question ‘Why were the Athenians a strong city state?’ children group reasons into military, leadership and armour.</li> <li>See both the long and short term consequences e.g. long term consequences after World War II.</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Think of reasons why a source might be unreliable e.g. the source written by the monk at Lindisfarne.</li> <li>Devise reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two.</li> <li>Show awareness of why the source was produced without prompting e.g. ‘How can we explain why so many children in these evacuation photographs are smiling, when we learn from other sources that it was a miserable experience for many children?’</li> </ul> |