

PROGRESSION OF DISCIPLINARY KNOWLEDGE – HISTORY

Chronology*

Developing an understanding of how historical events fit together over time

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>(Children will build their understanding of chronology in relation to self).</p> <p>To begin to develop a sense of time understanding that some things have already happened ('I went to the cinema') and some things are going to happen ('I am going on holiday'). And in relation to changes in their own past ('I was a baby, and now I am 5').</p> <p>To order pictures in a simple sequence for example 'my school day'. To talk about these pictures using words like 'then' and 'next'.</p> <p>To talk about changes that have happened in their own life, e.g. starting school. To know some important dates from their own lifetime, (e.g. birthday) and some dates from topics they are learning about, (e.g. Bonfire Night).</p>	<p>With support, sequence events in chronological order.</p> <p>Recall events from within their own lifetime.</p> <p>*links to Maths curriculum</p>	<p>Sequence events in chronological order.</p> <p>Sequence events from their own lifetime, as well as others.</p> <p>With support, place dated events on a timeline.</p>	<p>Place dated events on a timeline.</p> <p>Use Historical terms relating to the specific periods of History (eg prehistoric)</p>	<p>With support, date and sequence key events of the time period being studied.</p> <p>Sequence Historical periods previously studied on a timeline.</p> <p>Use BCE (Before Common Era) and CE (Common Era) appropriately.</p>	<p>Date and sequence key events of the time period being studied.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different time periods within History.</p>	<p>Sequence events based on cause/consequence.</p> <p>Use relevant dates and terms.</p>

Historical Enquiry
Investigating the origins and outcomes of historical events and periods of history

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To look at evidence from pictures and stories to find answers to questions about the past.</p> <p>To ask and answer simple questions to find out more about what the past was like.</p> <p>To talk about similarities and differences between the present and the past.</p>	<p>Ask and answer simple questions about sources and artefacts.</p> <p>Sort artefacts into 'then' and 'now'.</p> <p>Use a wide range of sources.</p>	<p>Use a source to find answers to questions.</p> <p>Begin to use sources to generate questions of their own.</p> <p>Begin to question the effectiveness or reliability of a source.</p>	<p>Use a range of sources to find out more about a period of time.</p> <p>Use sources to generate questions of their own.</p> <p>Begin to use timelines as part of independent learning.</p>	<p>Use evidence to build an opinion of the past.</p> <p>Select sources/artefacts relating to an aspect of life in the studied time period.</p> <p>Use a variety of sources to find out about a time period.</p>	<p>Identify primary and secondary sources.</p> <p>Select relevant sections of information from within primary and secondary resources.</p>	<p>Gather knowledge from several sources and to support a viewpoint.</p> <p>Suggest means of finding out omissions or ways to create a clearer picture of the past.</p>

Historical Knowledge
Studying as wide a range of historical periods and events as possible and determining how much detailed knowledge pupils are expected to acquire

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about people and experiences that are familiar to them.</p>	<p>Find out about people and events within their lifetime.</p> <p>Describe similarities and differences between artefacts.</p> <p>Use role-play to discover why people did things in the past.</p>	<p>Find out about people and events outside of their lifetime.</p> <p>Use role-play and drama to empathise with people from the past.</p> <p>Identify differences between the past and present.</p>	<p>Find out about the everyday lives of people in the time period studied.</p> <p>Compare between the past and present.</p> <p>Compare everyday life across a time period (eg Paleolithic vs Mesolithic vs Neolithic)</p>	<p>Use evidence to reconstruct life in a timer period studied.</p> <p>Look for links and effects in time periods studied.</p> <p>Offer a reasonable explanation for an event, based on evidence.</p> <p>Consider the reasons for, and results of, people's actions.</p>	<p>Compare beliefs and behaviour with another time period studied.</p> <p>Compare and contrast an aspect of life with the same aspect from another time period.</p>	<p>Study different aspects of different people's lives and compare them.</p> <p>Know key dates, people and events of time studied.</p> <p>Use knowledge of the time period studied to make own determinations and decisions.</p>

Organisation and Communication

Methods of presentation that we access or create in order to investigate or record historical information

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<p>To use words and phrases such as: a long time ago, when my mummy and daddy were little, to describe the passing of time. (Talk to family members).</p> <p>To use role play area to explain/ express ideas.</p>	<p>Read a timeline or table effectively.</p> <p>Present ideas in picture form.</p> <p>Involve themselves in drama and role-play.</p>	<p>Organise ideas in writing form (reports/recount)</p> <p>Contribute to a classroom discussion.</p>	<p>Communicate new learning and knowledge in a variety of different forms (eg discussions, writing, drama)</p> <p>Research an aspect of everyday life to create a class book.</p>	<p>Select and organise information to answer Historical questions.</p> <p>Use spider diagrams to create links between learning.</p> <p>Work independently and in groups to present and discover information.</p>	<p>Use appropriate terminology when discussing time period.</p> <p>Record information in note form from e-learning resources.</p>	<p>Create a cumulative classroom display.</p> <p>Plan and carry out individual investigations.</p>

Interpretations of History

Examining a range of sources to investigate how viewpoints and opinions can influence historical knowledge

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<p>To talk about some important people from the past and understand why we remember them now.</p> <p>To talk about how we know things were different in the past.</p>	<p>Identify different ways to represent the past (artefacts, photos, stories etc)</p>	<p>Compare pictures of the past and present.</p>	<p>Identify reasons for the different ways the past is represented.</p> <p>Understand how sources are key to unlocking the past.</p>	<p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks to develop historical knowledge</p>	<p>With support, identify validity and bias within primary and secondary sources*.</p> <p>*links to reading curriculum</p>	<p>Identify validity and bias within primary and secondary sources.</p>