



Progression in Disciplinary Knowledge (Skills)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Skills	<p>Identify how their own personal lives have changed since they were born</p> <p>Sequence significant personal events from baby to school</p> <p>Use a number of time terms: now, then, yesterday, days, week, month, year, before, a long time ago, in the past.</p>	<p>Identify that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identify that events and changes have happened in order – development of flight</p> <p>Sequence a few events or related objects</p> <p>Use a number of time terms Now, then, yesterday, days, week, month, year, nowadays, past, old, new</p>	<p>Identifying how periods of time and comparing people from different periods of time</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Sequence a few events, objects or pieces of information on a timeline</p> <p>Use a wider range of time terms including recently, before, after, now, later</p>	<p>Placing Stone Age into wider chronological contexts (along with Egyptians)</p> <p>Developing an understanding of concurrence of civilisations around the world at this time (Egyptians)</p> <p>Place events or pieces of information on a timeline.</p> <p>Use historical period terms, and also use century, decade, BC and AC</p>	<p>Placing Romans and Roman Britain and Anglo Saxons/Vikings into a wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>Place a number of events, objects, themes and people from topics Studied.</p> <p>Recall some dates and use historical terms</p>	<p>Placing Victorian Britain into chronological context</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations -Ancient Greeks</p> <p>Place historical periods and information on a timeline.</p> <p>Use dates and historical periods accurately</p>	<p>Placing WW2 into chronological context</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations -Maya</p> <p>Use a timeline to sequence local, national and international events as well as historical periods.</p> <p>Use historical periods as reference points</p>

Continuity and change between periods			Point out some similarities and differences between aspects of my life and the life of people in the period I am learning about	Point out some similarities and differences between aspects of the past	Describe some changes in the historical period being studied	Describe changes within and between periods and societies	Describe and make links between events, situations and changes within and between different periods and societies
Diversity			Point out some similarities and differences between the ways of life of different people living at the same time	Point out similarities and differences between people (e.g. rich and poor) events and beliefs	Describe similarities and differences between some people, events and beliefs in the period of history being studied	Describe similarities and differences in society, culture and religion in Britain at local and national level	Describe and suggest reasons for similarities and differences in society, culture and religion in Britain and the wider world
Cause and Effect			Demonstrate a basic understanding of why certain events happened at certain times with some reasoning Why people did things/ Why events happened and what happened as a result	Pick out some reasons for people's actions and events and the result of these.	Suggest reasons for people's actions and events and the result of these.	Give reasons for and results of historical events, situations and changes	Explain suggestions when giving reasons for and results of historical events, situations and changes
Using and understanding sources of evidence			Sources, Stories, pictures, role play – e.g. interviewing Use information from more than	Some 'Primary sources' (poo, archaeological dig), paintings Compare different sources about a person, object, event or change in	Primary and secondary sources – including written sources of evidence Comment on the usefulness and accuracy of different sources of evidence	Primary and secondary sources – including written sources of evidence Suggest some reasons why there are different accounts and	Primary and secondary sources – including written sources of evidence Take into account the range of information (such as author, audience and purpose) when

			source in my answers	history and point out some similarities and differences		interpretations of the past	evaluating its accuracy and purpose.
Understanding historical interpretation				Point out which sources are likely to be most useful for a task	Identify primary and secondary sources of evidence	Compare sources of information to help identify reliable information	Explain evaluations of particular pieces of information and sources
Communicating Historical ideas			Labelled drawings, tables, write sentences, Oracy (including drama).	Present findings about the past using speaking writing drama and drawing skills	Written work is organised by stating conclusions and giving reasons for ideas. Some historical dates and terms are used.	Written answers are well rounded with: well organised and clear conclusions, supported by evidence and reasons. Dates and historical terms are used.	Select, organise and use relevant information to produce structured work, making appropriate use of dates and times.
Significance				Point out which people were historically important	Suggest which people were historically important	Suggest which people, causes and consequences of change are more important	Explain which causes and consequences are the most significant.