

History Disciplinary Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Talk about the lives of people around them and their roles in society. Use photographs to talk about their family's past Know that photographs tell stories about our past.	Know that historical events have causes. Understand that a consequence is something that happens as a direct result of something else. To observe or handle evidence to ask simple questions and find answers about the past on the basis of simple observations.	Know that historical events have causes and that historical events are caused by things that occurred before them. Understand that a consequence is something that happens as a direct result of something else. To sort some objects/artefacts into new and old, then and now. To use evidence to explain the key features of events.	Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences. To use a range of primary and secondary sources to find out about the past. To begin to undertake own research.	Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that last long after the event is over. To gather more detail from sources such as maps to build up a clearer picture of the past. To regularly address and sometimes devise questions to find answers about the past.	Understand that some causes are more significant than others. Begin to understand that historians may not agree on the main causes of an event. Understand that the consequences of one historical event may be the cause of another. To recognise that some sources are more reliable than others and to recognise when they are using primary and secondary sources. To use a wide range of different sources to collect evidence about the past.	Understand that one event can have multiple consequences that impact on many countries and civilisations. Address and devise historical questions about cause and consequence. To select relevant sections of information to address historically valid questions and construct detailed and informed responses. To investigate their own lines of enquiry by posing historically valid questions to answer.
Historical interpretation	Name members of their immediate and extended family. Notice changes from when they were babies to now. Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc) To look at objects and images from the past and talk about them.	Identify that some things within living memory are the same and some things are different. Recognise some similarities and differences between the past and the present. Explain reasons why someone might be significant. To observe and use pictures, photographs and artefacts to find out about the past. To know that there are different types of evidence and sources.	Identify some similarities and differences between ways of life in different periods. Talk about why an event or person was important and what changed/happened. To understand that there can be different versions of the same event from the past. To start to distinguish between fact or fiction.	Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights and religious beliefs. Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. To look at two versions of the same event or story in history and identify differences. To begin to understand some of the ways in which historians and	Identify and give some examples of how life was similar in the past. Understand the main changes/constants in ways of life in different periods. Identify historically significant people and events from a period of history and give some detail about what they did or what happened. To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Know, make links and draw comparisons between some important events, places and people. Understand that what we consider to be significant can change throughout different periods. Start to explain the importance of an event using the following	Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes / constants and compare with other periods studied. Start to give reasons for similarities and differences. Identify a range of historically significant people and events from different periods of history and explain why they were significant, what they did, what

				others investigate the past.		criteria: significant individually, regionally, nationally or globally. To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. To start to understand the difference between primary and secondary evidence.	happened and what impact it had. Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. To consider different ways of checking the accuracy of interpretations of the past. To know that the people may represent ideas or events in a way that may be to persuade others.
Chronological understanding	Observe how things may have looked in the past compared to present day. Talk about changes with an adult. To understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Identify old and new things across periods of time through pictures, photographs and objects. To sequence pictures from different periods of time. To describe memories and changes that have happened in their own lives.	Understand that some things change and some things stay the same. To use words and phrases to show the passing of time such as: old, new, earliest, latest, past, present, future, new, newest, old, oldest, before and after.	Identify key things that stayed the same or changed between periods of time. Identify that there are reasons for changes and continuity across periods of time and explain these2. To sequence several events, artefacts or historical figures on a timeline using dates, and terms related to the unit being studied and passing of time.	Explain the impact of some changes that have happened throughout periods of time. To understand that a timeline can be divided into BC and AD.	Identify why some changes between different time periods of time have had more significant consequences that others. Understand that there are times in history when change happens suddenly (turning points in history) To order an increasing number of significant events, movements and dates on a timeline using dates accurately. Know the CE and BCE can be used instead of AD and BC.	Understand and describe in some detail the main changes to an aspect of a period in history. Explain why some periods in history may have had more changes and some may have had more continuity. To understand how some historical events/periods occurred concurrently in different locations.