

History progression of disciplinary knowledge

Year group	Nursery	Reception	Year 1	Year 2
Area of study				
Scope	Understanding the World Past and Present (ELG) Birth to 5 & Development matters People & Communities		Changes within living memory Significant events beyond living memory and the lives of significant individuals	
Cause & Consequence	To begin to make sense of their own life-story and their family's history	To talk about the lives of the people around them and their roles in society. Children begin to develop an understanding of why things happened in the past	To recognise why a historical event happened. To identify how a historical event can change people's lives Pupils identify at least one relevant cause for, and effect of, several events covered	To understand that there are reasons why people in the past acted as they did. To identify causes and consequences to events from the past. Pupils confidently identify several relevant causes and effects for some of the main events covered
Teaching points	Cause: Causation relates to the way historians analyse how and why events or states of affairs occurred or emerged. Pupils might draw on their detailed knowledge and vocabulary to answer causation questions such as: 'Why did the Roman Empire collapse in the fifth century?' Consequence: For example, pupils who have studied the Roman empire can reflect back on the consequences of growing trade for the spread of religion.			
Change and Continuity	To begin to make sense of their own life-story and their family's history.	To compare and contrast characters from stories, including figures from the past. Children know some similarities and differences between things in the past and now	To recognise some similarities and differences between the past and the present. Pupils identify a few similarities, differences and changes occurring within a particular unit of study.	To identify similarities and differences between ways of life in different periods. Pupils accurately identify and describe a range of similarities, differences and changes within a specific time period
Teaching points	Change and Continuity: Change and continuity relates to historical analysis of the pace, nature and extent of change. How did the firefighting change after the GFL?			
Similarity and difference	To begin to make sense of their own life-story and their family's history.	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	To recognise some similarities and differences between individuals e.g. within the life and times of Christopher Columbus.	To identify similarities and differences between societies e.g. Different queens – technology and toys.

		Children know some similarities and differences between things in the past and now	Pupils identify a few similarities, differences and changes occurring within a particular unit of study.	Pupils accurately identify and describe a range of similarities, differences and changes within a specific time period
Teaching points	Similarity and difference: Similarity and difference relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period. A question such as 'how similar were Florence Nightingale and Mary Seacole experiences of the Crimean War.			
Historical significance		To understand the past through settings, characters and events encountered in books read in class and storytelling. Children know some key information about the past through settings, characters and events encountered in books.	To recognise why certain individuals e.g. Christopher Columbus are significant in history (achievements and impact). Pupils can consider one reason why an event or person might be significant. They are beginning to distinguish between fact and fiction.	To identify and describe why certain people/events are significant in the wider context of history e.g. Neil Armstrong and the Moon Landing. Pupils identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Pupils compare different versions of events from the past.
Teaching points	Historical significance: Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance.			
Sources and Evidence	To begin to make sense of their own life-story and their family's history	To comment on images of familiar situations in the past. Children can find answers to simple questions about the past from sources of information.	To look at simple artefacts and pictures to ask questions about the past. With guidance, pupils extract information from several different types of sources including written, visual and oral sources and artefacts. They can find answers to simple questions about the past using sources of information.	To look at a source (such as Samuel Pepys' diary) to find answers to questions about the past. To choose and select evidence (from a selection provided) and say how it can be used to find out about the past. Pupils select information independently from several different types of sources, including written, visual and oral sources and artefacts to answer historical questions. They observe and handle sources of evidence to answer questions about the past

				on the basis of simple observations.
Teaching points	Sources and Evidence: Pupils need to learn how historians use sources as evidence to construct, challenge or test claims about the past. A question such as 'why is it hard for historians to know exactly how many people died in the GFL.			
Historical Interpretations			To use pictures, photographs or artefacts to find out about the past. To use stories or accounts to find out about the past.	To explain that there are different types of sources that can be used to help represent the past.
Teaching points	Historical Interpretations: The study of historical interpretations relates to an understanding of how and why different accounts of the past are constructed.			
Chronological understanding			Pupils recognise the difference between past and present in their own lives. They can depict on a timeline the sequence of a few objects and / or pieces of information. Pupils can sequence events in their life.	Pupils can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. They understand time securely and use wider range of time terms. Pupils can sequence artefacts for different periods of time and match artefacts to the people of different ages.