



North Clifton Primary School: Disciplinary Knowledge Progression – History- EYFS, Key Stage 1 and Key Stage 2

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Chronological Understanding | | | | | | |
| Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now. Begin to make sense of their own life story and family history. | Know how to put 3 events / objects in the correct order they happened / were made Know how to use terms like before / after old/new correctly. | Know how to put 5 events / objects in the correct order they happened / were made. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago | Know how to locate key events/periods studied on a timeline: Know the meaning of: AD, BC, century, millenium | Know how to locate and place the key events/periods studied on a timeline: Know the meaning of: decade, ancient, modern | Know how to order chronologically and place the key periods and events studied: Know the CE and BCE can be used instead of AD and BC | Know how to order chronologically and place the key periods and events studied: Know the relationship between date and century (dates starting from 100AD are 2 nd century) Know how some historical events occurred concurrently in different locations (eg Ancient Egypt) |
| Cause and Consequence | | | | | | |
| Remembering events , losses in our past (lost toys, old friends) | Know about the cause of an event studied this year. | Know about the cause of an event studied this year. | Know cause of event and consequence (from KS1 and this year.) | Know cause of event and consequence: (from previous years and this year). | Know cause of event and consequence & explain why. (from previous years and this year). | Know cause of event and consequence & explain why: (from previous years and this year). |
| Significance of events / people / places | | | | | | |
| Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc) | Know the name of a famous person and explain why they are famous. | Know the name of a famous person and explain why they are famous. | Know some important events, places and people: | Know some important events, places and people: | Know, make links & draw comparisons between some important events, places and people: | Know, make links & draw comparisons between some important events, places and people: |
| Similarity and Difference / Continuity and Change | | | | | | |
| Society: people living in organized groups; hierarchy; how food is produced to feed people; where people live- types of settlements & buildings Culture: art, architecture, religion, customs | | | | | | |

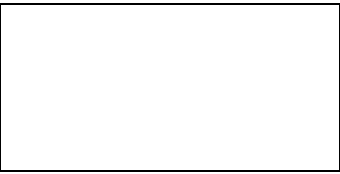
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| Name the members of their immediate and extended family | Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same. | Know simple facts about aspects of daily life studied this year. Compare with their own life. Know some things which have changed / stayed the same | Know similarities and differences between daily lives of people in the past and today. Know of main changes/constants. | Know similarities and differences between daily lives of people in the past and today: Know of main changes/constants. | 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. | 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. Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc.. |
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Historical Enquiry

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| Know how to use photographs to talk about their family's past Know that photographs tell stories about our past Compare and contrast characters from stories, including figures from the past | Know how to use historical artefacts, photographs and visits to museums etc to find out about the past. | Know how to use historical artefacts, photographs and visits to museums etc to answer simple questions about life in the past. | Know how to use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past. | Know how to use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past. Know what is a primary /secondary source and give examples. | Know how to identify primary and secondary sources. Know how to recognise some sources may be more reliable than others. Use sources to answer a question independently. | Know how to identify primary and secondary sources. Know how to recognise some sources may be more reliable than others and reasons for bias. Know how to use sources to formulate a question and investigate the answers independently. |
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Historical Interpretation

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| Recognise images of familiar situations in the past. | Know what an eye-witness account is. Know about some key events and relate own account of an event, understanding that others may give a different version. | Look at different accounts of history. Know what is fact or opinion. | Look at different version of the same event. Identify differences and discuss reasons why. Know that sources can contradict each other. | Know that some evidence is propaganda, misinformation or opinion. Know how to evaluate evidence effectively and choose most reliable. | Know that some evidence is propaganda, misinformation or opinion. Know how to evaluate evidence effectively and choose most reliable, giving reasons why. |
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Know and describe
changes within living
memory.

