

Progression of Disciplinary Knowledge in History to Support Sequential Planning, Scaffolding and Challenge in Lesson Planning

The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Progression of Historical Causes

(How historians make judgments about why an event occurred)

Historical Causes	By the end of EYFS: Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		By the end of KS1: Pupils should be able to choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements		By the end of Lower KS2: Pupils should be able to address and devise historically valid questions about cause.		By the end of Upper KS2: Pupils should be able to address and devise historically valid questions about cause and effect.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to: • Know why something has a happened.	Pupils should be taught to: • begin to develop an understanding of why things happened in the past.	Pupils should be taught to: • identify at least one relevant cause for, several events covered.	Pupils should be taught to: • confidently identify several relevant causes for some of the main events covered.	Pupils should be taught to: • comment on the causes for some of the key events and developments.	Pupils should be taught to: • explain with confidence the causes for many of the key events and developments studied.	Pupils should be taught to: • explain the role and significance of different causes of a range of events and developments.	Pupils should be taught to: • debate independently on the different types of causes for most of the events covered, including longer- and shorter-term aspects.

Progression of Historical Consequences

(How historians make judgments about the consequences of an event)

Consequence	By the end of EYFS: Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		By the end of KS1: Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.		By the end of Lower KS 2: Address and devise historically valid questions about consequences of an event.		By the end of Upper KS2: Address, devise historically valid questions and debate about the consequences of events studied over a period of time.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to: <ul style="list-style-type: none"> say what the consequence of an action is. E.g. the consequence of playing in the water without an apron is your clothes get wet. 	Pupils should be taught to: <ul style="list-style-type: none"> begin to develop an understanding of the effect of things that happened in the past. 	Pupils should be taught to: <ul style="list-style-type: none"> identify at least one relevant consequence of several events covered. 	Pupils should be taught to: <ul style="list-style-type: none"> confidently identify several relevant consequences of some of the main events covered. 	Pupils should be taught to: <ul style="list-style-type: none"> comment on the importance of the consequences of some of the key events and developments. 	Pupils should be taught to: <ul style="list-style-type: none"> explain with confidence the significance of particular consequences of many of the key events and developments studied. 	Pupils should be taught to: <ul style="list-style-type: none"> explain the role and significance of different consequences of a range of events and developments. 	Pupils should be taught to: <ul style="list-style-type: none"> debate independently on the different types of consequences of most of the events covered, including longer- and shorter-term aspects.

Progression of Change and Continuity in History

(How historians make judgments about the extent of pace of change across time)

Change and Continuity	By the end of EYFS: Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		By the end of KS1: Study changes within living memory.		By the end of Lower KS2: Address and devise historically valid questions about change. Note connections, contrasts and trends over time.		By the end of Upper KS2: With increasing confidence, address and devise historically valid questions about change. Note connections, contrasts and trends over time.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to: <ul style="list-style-type: none"> know that things change. 	Pupils should be taught to: <ul style="list-style-type: none"> know how some things have changed between the past and now. 	Pupils should be taught to: <ul style="list-style-type: none"> identify a few changes occurring within a particular unit of study. 	Pupils should be taught to: <ul style="list-style-type: none"> accurately identify and describe a range of changes within a specific time period. 	Pupils should be taught to: <ul style="list-style-type: none"> make valid statements about the main changes occurring in the units studied. 	Pupils should be taught to: <ul style="list-style-type: none"> explain why certain changes and developments were of particular significance within and across time periods studied. 	Pupils should be taught to: <ul style="list-style-type: none"> compare changes within and across History, e.g., in terms of importance, progress or the type and nature of the change. 	Pupils should be taught to: <ul style="list-style-type: none"> compare changes within and across a wide range of periods in suitable depth. articulate a coherent narrative that highlights the depth of their knowledge and understanding

Progression of Similarity and Difference in History

(How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period and across time)

Similarity and Difference	By the end of EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.		By the end of KS1: Identify similarities and differences between ways of life in different periods.		By the end of Lower KS2: Address and devise historically valid questions about similarity and difference. Note connections, contrasts and trends over time.		By the end of Upper KS2: With increasing independence, address and devise historically valid questions about similarity and difference. Note connections, contrasts and trends over time.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to: <ul style="list-style-type: none"> Know what is the same and what is different about an object, place or person. 	Pupils should be taught to: <ul style="list-style-type: none"> know some similarities and differences between things in the past and now. 	Pupils should be taught to: <ul style="list-style-type: none"> identify a few similarities and differences occurring within a particular unit of study. 	Pupils should be taught to: <ul style="list-style-type: none"> identify and describe a range of similarities and differences and changes within a specific time period. 	Pupils should be taught to: <ul style="list-style-type: none"> make valid statements about the main similarities and differences occurring in the units studied. 	Pupils should be taught to: <ul style="list-style-type: none"> explain the similarities and differences within and across history e.g. reasons for and methods of invasion, trade, settlements 	Pupils should be taught to: <ul style="list-style-type: none"> compare similarities and differences within and across History, e.g., in terms of importance. 	Pupils should be taught to: <ul style="list-style-type: none"> compare similarities and differences within and across a wide range of periods in suitable depth. articulate a coherent narrative that highlights the depth of their knowledge and understanding

Progression of Historical Significance Knowledge

(How and why historians ascribe significance to historical people or events)

Historical Significance	By the end of EYFS: Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		By the end of KS1: Understand some of the ways in which they find out about the past and identify different ways in which it is represented.		By the end of Lower KS2: Address and devise historically valid questions about significance.		By the end of Upper KS2: With increasing independence and complexity, address and devise historically valid questions about significance.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to: <ul style="list-style-type: none"> know some important people, places and events in their own lives. 	Pupils should be taught to: <ul style="list-style-type: none"> know some key information about the past through settings, characters and events encountered in books. 	Pupils should be taught to: <ul style="list-style-type: none"> consider one reason why an event or person might be significant. 	Pupils should be taught to: <ul style="list-style-type: none"> 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 should be taught to: <ul style="list-style-type: none"> select what is most significant in a historical account. provide a reason why two accounts of the same event might differ. 	Pupils should be taught to: <ul style="list-style-type: none"> explain why some aspects of historical accounts, themes or periods are significant. 	Pupils should be taught to: <ul style="list-style-type: none"> explain reasons why particular aspects of a historical event, development, society or person were of particular significance. 	Pupils should be taught to: <ul style="list-style-type: none"> compare the significance of events, developments and people across History and time periods studied.

Progression of Historical Sources and Evidence

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Sources and Evidence	By the end of EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling.		By the end of KS1: Understand some of the ways in which they find out about the past and identify different ways in which it is represented.		By the end of Lower KS2: Understand how our knowledge of the past is constructed from a range of sources.		By the end of Upper KS2: Understand how our knowledge of the past is constructed from a range of sources.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sources and Evidence	Pupils should be taught to: <ul style="list-style-type: none"> find information from pictures, books, objects. 	Pupils should be taught to: <ul style="list-style-type: none"> find answers to simple questions about the past from sources of information. 	Pupils should be taught to: <ul style="list-style-type: none"> with guidance, extract information from several different types of sources including written, visual and oral sources and artefacts. find answers to simple questions about the past using sources of information. 	Pupils should be taught to: <ul style="list-style-type: none"> select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions. observe and handle sources of evidence to answer questions about the past on the basis of simple observations. 	Pupils should be taught to: <ul style="list-style-type: none"> recognise possible uses of a range of sources for answering historical enquiries. begin to use the library and internet to research a specific enquiry. use sources of evidence to build up a picture of a past event. 	Pupils should be taught to: <ul style="list-style-type: none"> comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past. 	Pupils should be taught to: <ul style="list-style-type: none"> comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. select relevant sections of information using research with increasing confidence to answer a line of enquiry.

Progression of Historical Interpretations Knowledge

Historical Interpretations	By the end of EYFS: Talk about the lives of people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.		By the end of KS1: Understand some of the ways in which they find out about the past and identify different ways in which it is represented.		By the end of Lower KS2: Understand how our knowledge of the past is constructed from a range of sources.		By the end of Upper KS2: Understand how our knowledge of the past is constructed from a range of sources.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught to: <ul style="list-style-type: none"> Know why some people, places or events are more important to them than others. 	Pupils should be taught to: <ul style="list-style-type: none"> know some key information about the past through settings, characters and events encountered in books. 	Pupils should be taught to: <ul style="list-style-type: none"> begin to distinguish between fact and fiction. 	Pupils should be taught to: <ul style="list-style-type: none"> compare different versions of events from the past. 	Pupils should be taught to: <ul style="list-style-type: none"> distinguish between different sources of evidence, comparing the versions of the same story. 	Pupils should be taught to: <ul style="list-style-type: none"> comment on a range of possible reasons for differences in a number of accounts and evaluate the usefulness of different sources of evidence. 	Pupils should be taught to: <ul style="list-style-type: none"> explain how and why it is possible to have different interpretations of the same event or person and link sources / work out how conclusions were arrived at. be aware that different evidence may lead to different conclusions. 	Pupils should be taught to: <ul style="list-style-type: none"> understand and explain the nature and reasons for different interpretations in a range of topics. consider how to check the accuracy of interpretations, fact, fiction or opinion. confidently use sources of information such as the library/ the internet to follow up a line of enquiry.

Progression of Chronological Understanding

(How historians secure a timeline of the past and coherent narratives across time)

Chronological Understanding	By the end of EYFS: Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.		By the end of KS1: Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.		By the end of Lower KS2: Develop chronologically secure knowledge and understanding of British, local and world history.		By the end of Upper KS2: Develop chronologically secure and increasingly detailed, knowledge and understanding of British, local and world history.	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • talk about now and then. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • make sense of their own history. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise the difference between past and present in their own and others' lives. • depict on a timeline the sequence of a few objects and/or pieces of information. • sequence events in their life. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. • understand time securely and use a wider range of time terms. • sequence artefacts for different periods of time and match artefacts to the people of different ages. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sequence some events, objects, themes, periods and people from history covered by providing a few dates and/or period labels and terms. • place the time studied on a timeline. Use dates and terms related to the unit and the passing of time. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sequence a number of the most significant events, objects, themes, societies and people using some dates, period labels and terms. • place events from the period studies on a timeline. • use an increasing range of terms related to the period and begin to date events within and across the periods studied. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms. • make informed comparisons between different times in the past. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms accurately. • sequence several historical events on a timeline, considering the relationships to each other. • have a confident chronological overview of the key periods studied across KS2.
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