



Oakmeadow Primary School: Disciplinary Knowledge Progression – History


Pupils make progress in their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge').



Disciplinary Concepts – develop pupils' rational and critical thinking:

Cause & Consequence, Change & continuity, Similarity & difference, Historical significance, Historical enquiry and Historical interpretations.

EYFS – *Knowledge and Understanding*



Year Group	Topic knowledge	Chronology understanding	Historical significance of events/ people/ place	Similarity & difference/ Continuity & change	Historical Enquiry	Historical interpretations	Cause & consequence
EYFS	<p>All About me Once Upon a time People who help us Spring into life African safari Wonderful weather</p>	<p>Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p> <p>Talk about the order of events in a range of familiar stories</p> <p>Recognise language in stories that shows the story happened in the past.</p>	<p>Share their memories of significant events that have happened to them.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read to them.</p>	<p>Can look at photographs of people/ objects from the past and see how they are different to similar objects/people of today.</p>	<p>Can identify between different versions of the same event.</p>	<p>Talk about why things have changed.</p>



				changed / stayed the same.	to find out about the past. Can make deductions about artefacts, spotting clues to find and use, and can talk about.	written, spoken and pictorial versions.	
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Year Group	Topic knowledge	Chronology understanding	Significance of events/ people/ place	Similarity & difference/ Continuity & change	Historical Enquiry	Historical interpretations	Cause & consequence
Year 2 Journeys  	The lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods. Scot of the Antarctic Christopher Columbus	Know how to put some 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 Understands that the world was different in the olden days.	Know the name of a famous person and explain why they are famous..	Compare with their own life. Know some things which have changed / stayed the same	Use historical artefacts, photographs and visits to museums etc to answer simple questions about life in the past Can draw simple conclusions about their own lives and others around them by reference to clues in evidence	Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis	Can give clear explanation of an important event, offering two or three reasons why an event took place.
Year 2 Spring	Events beyond living memory that are significant nationally or globally The Great Fire of London	Know how to put some events /objects in the correct order they happened / were made Can sequence parts of more	Knows why the event is a significant part of national history.	Know simple facts about aspects of daily life studied this year.	Ask and answer questions such as What was it like for a...? What happened? How long ago?	Know what an an eye-witness account is.	Know about the cause of The Great Fire of London.




		complex story where action takes place over a long period of time,			Can spot the differences between sources and come to a conclusion as to the most common view. Make deductions from photographs , going beyond the literal and what can be see and are able to realise that there are potential weaknesses in eyewitness accounts.		
Year 2 Summer N/A							

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Year 3 Autumn N/A							
Year 3 Spring Stone Age	Stone Age to the iron Age changes in Britain from the Stone Age to the Iron Age.	Know how to locate key events/periods studies on a timeline.	Know some important places	Know similarities & difference between daily lives of people in the past and today.	Archaeology is the branch of history that deals with remains of human life..	Look at different accounts of history: know what is fact or opinion	Know causes of event and consequences. See that events can have more than one cause.

		<p>Know the meaning of AD, BC, century, millennium Sequence the three separate periods, namely the Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age)</p>				<p>Understand that all history is to some extent interpretations and see why people might write different versions of the same event..</p>	<p>Analysis actions of people in historical settings: the impact of hunter gather to farming.</p>
<p>Year 3 Summer Ancient Egypt</p> 	<p>Ancient Egypt The achievements of the earliest civilizations</p>	<p>Know how to locate key events/periods studies on a timeline.</p>	<p>Know some important places</p>	<p>Know main changes/contrast.</p>	<p>Use a range of sources of evidence (archives, visits, photographs ect). Ask questions to find out about the past.</p>	<p>Even when using the same evidence historians can put different</p>	<p>Some things have lots of causes that are connected in some way.</p>

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Year 4 Autumn N/A							
Spring 	The Roman Empire & it's impact on Britain.	Know how to locate and place the key events/periods studied on a timeline: Know the meaning of: decade, ancient, modern Accurately differentiate within a longer period e.g. Roman, Saxon and Vikings	Know some important events, places and people:	Know similarities and differences between daily lives of people in the past and today: Know of main changes/constants.	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	Look at different version of the same event, identify differences and talk about reasons why.	Know cause of event and consequence: (from previous years and this year). Can add little detail about each cause;
Summer 	Mayan Civilisation c. AD 900 a non-European society that provides contrasts with British history	Realises that ancient means thousands of years ago Can talk about the past in terms of periods e.g. Egyptian, Roman;, Maya	Know some important events, places and people:		Can see that some sources are more useful than others and can explain why..	Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis	Know that events happen because of other reasons than just human action.

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Year 5 Autumn	Britain's settlement by Anglo-Saxons and Scots. Roman withdrawal from Britain in c. AD 410 and	Know how to order and place the key periods and events studied:	Know, make links & draw comparisons between some	Know of main changes/constants and	Know that evidence must be handled carefully.. Understand that		Know cause of event and consequence & explain why. (from

	the fall of the western Roman Empire. Anglo-Saxon invasions, settlements and kingdoms: place names and village life	Know the CE and BCE can be used instead of AD and BC	important events, places and people: - particular focus on Anglo-Saxon and Vikings.	compare with other periods studied	they need to know who produced it and why. Who was the audience?		previous years and this year).
Spring 	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion	Know how to order and place the key periods and events studied:		Make links between periods of history studied	Recognise some sources may be more reliable than others Use sources to answer a question independently	Know that some evidence is propaganda, misinformation or opinion Give reasons why Evaluate evidence to choose most reliable	Know that events usually happen for a combination of reasons.
Summer 	Ancient Greeks 12th- 9th Century BC Ancient Greece – a study of Greek life and achievements and their influence on the western world Democracy, medicine, water & air	Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted		Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people.	Recognise some sources may be more reliable than others Use sources to answer a question independently		Explains an event using simple form of classification e.g. to do with religion, language or architecture,

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Year 6 Autumn							
Spring:	Local history study:: to understand how Shrewsbury has changed throughout time	Know how to order and place the key periods and events studied:	Know, make links & draw comparisons between some important events, places and people:	Know similarities and differences between daily lives, including social, cultural,	Recognise some sources may be more reliable than others and reasons for bias.	Know that some evidence is propaganda, misinformation or opinion Give reasons why	Know cause of event and consequence & explain why: (from previous years and this year).



		<p>Know the relationship between date and century (dates starting from 100AD are 2nd century)</p>		<p>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</p>	<p>Use sources to formulate a question and investigate the answers independently</p>	<p>Evaluate evidence to choose most reliable</p>	
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Summer:



<p>Life in Victorian Britain: grasp that Victoria dominated the period synonymous with her long reign. Know that main changes especially transport, railways to bicycles and cars, industry; factories and mines, mainly in north; urbanisation etc. Understand that this was a period of rapid changes and can identify differences between beginning and end of long reign, eg: railways at start, cars at end.</p>	<p>Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Saxon, Normans and Tudor and Victorian railways</p>	<p>Know, make links & draw comparisons between some important events, places and people:</p>	<p>Be able to explain some quite complex events using a good range of causes, some of them linked in a simple way</p>	<p>Use sources to formulate a question and investigate the answers independently</p>	<p>Can grasp that interpretations might differ depending on the aspect that people are looking at.</p>	<p>They see causes might be connected in some way; one cause might be linked to another making the event much more likely to happen</p>
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