

Disciplinary Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	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, millennium	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 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 and place the key periods and events studied: Know the relationship between date and century (dates starting from 100AD are 2nd century)
Cause and Consequence	Remembering events, losses in our past (lost toys, old friends).	Understand a key event and a basic consequence.	Understand and explain causes of events and the consequences.	Know and understand cause of event and consequence and explain why.	Understand and question cause of events and consequences.	Know causes of events and consequence & explain why and the impact.	Know causes of events and the consequence on the past, present and for future generations.
Significant Events and Individuals	Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)	Know the name of a famous person and specify why they are famous.	Know the name of some famous people, explain various reasons why they are famous and make comparisons between them.	Know some important events, places and people.	Know some significant events, places and people and explain their importance, giving a variety of reasons why the events occurred.	Know, make links & draw comparisons between some important events, places and people.	Know, make links & draw comparisons between some important events, places and people, explaining in detail why they are significant and how they have affected the modern world today.
Similarity and Difference	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 these facts to their own lives reflecting upon things that have stayed the same or have changed.	Know similarities and differences between daily lives of people in two different time periods. Know some things which have changed / stayed the same and explain why this may have happened.	Compare the similarities and differences between two different time periods and start to think of which differences are the most significant.	Compare the 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.	Compare the 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..

Historical Enquiry	Use photographs to talk about their family's past. Know that photographs tell stories about our past.	Use historical artefacts, photographs and visits to museums etc to find out about the past.	Use historical artefacts, photographs and visits to museums etc to answer simple questions about life in the past.	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 the difference between a primary and secondary source and give examples. Use a range of sources to ask and answer questions to find out about the past.	Recognise some sources may be more reliable than others. Use sources to answer a question independently.	Recognise some sources may be more reliable than others and reasons for bias. Use sources to formulate a question and investigate the answers independently.
Historical Interpretation	I know that a historical source can tell us about the past.	I know what an eye-witness account is.	I know that an eyewitness account is not always reliable.	I can distinguish between facts and opinions in historical accounts.	I know why a particular historical event can be interpreted differently.	I know why some evidence is propaganda, misinformation or opinion.	I can evaluate a range of historical sources. I can identify and justify reliability.