



HISTORY PROGRESSION OF DISCIPLINARY KNOWLEDGE

	Chronological Understanding	Cause and Consequence	Significance	Using and Creating Timelines	Organise and Communicate Historical Knowledge and Understanding	Historical Enquiry
R	<ul style="list-style-type: none">• Begins to sequence some events or at least 2 related objects in order• Uses some words and phrases: old, new, young, days, months• Remembers parts of stories and memories about the past• Demonstrates an understanding of old and new past and present• Knows that things in the past often look different.	<ul style="list-style-type: none">• Begins to respond to simple questions asking why did that happen? Be able to do this within history contexts and across the provision.• Identifies similarities and differences between things in the past and now.	<ul style="list-style-type: none">• Recognise and describe special times or events for family or friends.	<ul style="list-style-type: none">• To begin to know that a timeline is used to place events in order.• Can place objects and pictures on a simple timeline showing past and present.• Can order events in their own lifetime on a simple timeline. For example when I was born, when I was 5 and when I started school.•	<ul style="list-style-type: none">• Shows an understanding through simple verbal answers and captions.	<ul style="list-style-type: none">• Answers simple questions about objects or pictures from the past.• Understand the past through settings, characters and events encountered in books.



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1	<ul style="list-style-type: none"> • Sequence some events or at least 2 related objects in order. • Uses words and phrases: old, new, young, days, months. • Remembers parts of stories and memories about the past. • Know that things change over time. • Can notice when an object/image does not fit in with the time period (Spot an anachronism) • Recount changes in their own lives over time. 	<ul style="list-style-type: none"> • Question why things happen and give simple explanations. 	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends. • Know why some people and events are remembered by others: eg Royal wedding, Gunpowder plot. 	<ul style="list-style-type: none"> • To begin to understand that a timeline is used to place events in the order they occur. • Children use this to sequence key events. • Simple Scaled Timelines for lifetime of child. Timelines showing my Lifetime and my Parents lifetime. • Timeline marked with decades from 1900. • Timeline marked with centuries from 1066 onwards: children use this to sequence key events with new events added. • Timeline marked with periods for early history: children use this to sequence key events and order dinosaur evolution. • To use timelines. 	<ul style="list-style-type: none"> • Shows an understanding through oral answers and simple recording devices such as speech bubbles, annotations. • Answers contain some simple period-specific references. <p>Begins to write in simple and accurate, sequenced, sentences when narrating what happened in the past.</p>	<ul style="list-style-type: none"> • Asks and find answers to simple questions about the past from sources of information e.g. artefacts, stories and pictures.



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2	<ul style="list-style-type: none"> • Puts at least 3 people, events or objects in order using a given scale. • Uses words and phrases such as recently, before, after, now, later. • Uses past and present when telling others about an event. • Can confidently spot major anachronisms from most periods studied when compared with today. • Can sequence events in simple narrative. • Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while. • Begin to recognise CE and BCE (Previously BC and AD) 	<ul style="list-style-type: none"> • Question why things happen and give explanations. • Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account. • Know that events, and people are seen as significant because they result in change. • Can explain why some events in the past were significant. 	<ul style="list-style-type: none"> • Timeline marked with centuries from 1066 onwards: children use this to sequence key events with new events added. • An 'exploded' more detailed timeline is created for each period studied with children sequencing key events on their visual representation e.g. the life of Neil Armstrong Birth to Death. <p>To use and begin to make timelines focused on ordering rather than accurate scaling.</p>	<ul style="list-style-type: none"> • Writes well in simple and accurate, sequenced, sentences when narrating what happened in the past. • Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas. 	<ul style="list-style-type: none"> • Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' • Estimates the ages of people by studying and describing their features. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.



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3	<ul style="list-style-type: none"> • Uses timelines to place events in order. • Uses words and phrases: century, decade. • Can begin to talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s • Can talk about the past in terms of periods e.g. Egyptian, Roman; • Begins to realise that Ancient means thousands of years ago • Continue to develop understanding of CE and BCE and the meaning of year labels eg 1066 CE years since the Common Era began. 46BCE 46 years before the Common era began 	<ul style="list-style-type: none"> • Children see that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people. 	<ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account. • Know that events, and people are seen as significant because they result in change. • They had consequences for people at and or over time. 	<ul style="list-style-type: none"> • The large overview timeline is used with children using the language of centuries and decades. • Each period studied is located on the large overview timeline from, revisiting all previous historical periods. • An 'exploded' more detailed timeline is created for each period studied beginning to put dates on, using a scale of centuries and decades more independently. • They then use this to sequencing events in the correct order. <p style="background-color: #00FF00; padding: 2px;">To use and make timelines using the suggested scaling.</p>	<ul style="list-style-type: none"> • Begins to sustain an answer, providing some supporting evidence. • Ideas are beginning to have some shape, though not yet structured in paragraphs. • Can use appropriate ways of communicating their understanding. 	<ul style="list-style-type: none"> • Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Ask questions such as 'how did people? What did people do for?' • Suggests sources of evidence to use to help answer questions: Begin to use the library and internet for research. • Observe small details – artefacts, pictures. • Select and record information relevant to the study. • Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.
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<ul style="list-style-type: none"> • Uses words and phrases: century, decade, CE/BCE, BC, AD, after, before, during. • Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. • Names and places dates of significant events from past on a timeline. • Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; • Can talk about the past in terms of periods e.g. Egyptian, Roman; Realises that Ancient means thousands of years ago. • Embed understanding of CE and BCE and the meaning of year labels eg 1066 1066 years since the Common Era began. 46BCE 46 years before the Common era began. 	<ul style="list-style-type: none"> • Analyse the actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade • Children move away from simply listing to trying to give a little detail about each cause. 	<ul style="list-style-type: none"> • Know that events, people and developments are seen as significant because they result in change. • Events or people had consequences for people at and or over time. • Children can give oral and written explanations of why something is significant. 	<ul style="list-style-type: none"> • Identify where the periods being studied are represented on the large overview timeline. • Decide on a suitable scale for their timelines and begin plot the points with increasing accuracy. • To use and make their own timelines, beginning to decide on a suitable scale. 	<ul style="list-style-type: none"> • Answers are structured and provide supporting evidence for statements made. • Children are able to see two sides of a question and can offer arguments on both sides. • Answers are relevant to the question set. 	<ul style="list-style-type: none"> • Begin to understand the difference between primary and secondary sources of evidence. • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Ask questions such as 'what was it like for a during?' • Suggests sources of evidence from a selection provided to use to help answer questions. • Choose relevant material to present a picture of one aspect of life in time past.
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5	<ul style="list-style-type: none"> Use timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, CE/BCE BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year. Begin to divide recent history into present, using 21st century, and the past using 19th and 20th centuries. 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes. Realises that events usually happen for a combination of reasons, even though there is still some element of listing. Moving from two causes to realising that you need to give several causes to explain some events. Children can see that causes might be connected in some way; one cause might be linked to another making the event much more likely to happen. 	<ul style="list-style-type: none"> Identify historically significant people and events in situations. Understands and can explain the reasons why people, events and developments are significant. 	<ul style="list-style-type: none"> With a high level of independence: Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately. Recreate a world timeline from Ancient to modern times placing all historical periods studied in the correct order. To use and make increasingly detailed timelines, using a range of scales. 	<ul style="list-style-type: none"> Answers are structured and provide supporting evidence for statements made. Children able to see two sides of a question and can offer arguments on both sides. Answers are relevant to the question set. Widespread use of period specific detail to make the work more convincing and authentic. When appropriate children see the need to refer to dates and to see the importance of lengths of time e.g. when describing causes. Children are able to make subtle distinctions within a period being studied and realise the danger of overgeneralizing. Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. 	<ul style="list-style-type: none"> Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Recognises primary and secondary sources Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Selects relevant sections of information. Realises that there is often not a single answer to historical questions. Uses evidence to build up a picture of a past event.



	Chronological Understanding (Procedural)	Cause and Consequence (Concept)	Significance (Concept)	Using and Creating Timelines (Procedural)	Organise and Communicate Historical Knowledge and Understanding (Knowledge)	Historical Enquiry (Procedural)
6	<ul style="list-style-type: none"> • Uses timelines to place events, periods and cultural movements from around the world. • Uses timelines to demonstrate changes and developments in culture, technology, religion and society. • Uses these key periods as reference points: CE/BCE, BC, AD Romans, Anglo, Saxons, Tudors, Victorians and Today. • Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. • Children name dates of any significant event studied from past and place it correctly on a timeline. • Children can successfully match simple iconic images to each of the periods studied. • Children can make links between three 	<ul style="list-style-type: none"> • Start to genuinely explain rather than list causes of key events. • May dwell on one cause at expense of others but it is real attempt to explain not just describe. • Explains an event using simple form of classification e.g. to do with money or religion, • To see consequences in terms of immediate and longer-term effects and can see that people were affected differently. 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations. • Understand and can explain, using evidence the reasons why people, events and developments are significant. 	<ul style="list-style-type: none"> • <i>With a high level of independence:</i> • Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately. • Recreate a world timeline from Ancient to modern times placing all historical periods studied in the correct order. • To use and make increasingly detailed timelines, using a range of scales. 	<ul style="list-style-type: none"> • Answers are structured and provide supporting evidence for statements made. • Children able to see two sides of a question and can offer arguments on both sides. • Answers are relevant to the question set. • Widespread use of period specific detail to make the work more convincing and authentic. • When appropriate children see the need to refer to dates and to see the importance of lengths of time e.g. when describing causes. • Children are able to make subtle distinctions within a period being studied and realise the danger of overgeneralizing. • Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. 	<ul style="list-style-type: none"> • Children identify and use different sources of information and artefacts. • Children evaluate the usefulness and accurateness of different sources of evidence. • They select the most appropriate source of evidence for particular tasks. • Children form their own opinions about historical events from a range of evidence. • They suggest omissions and the means of finding out. • Children bring knowledge gathered from several sources together in a fluent account.



	periods in history, comparing, spotting similarities differences					
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