

Federation of St Nicholas and Kirkby Malzeard Primary Schools: Disciplinary Knowledge Progression – History- EYFS, Key Stage 1 and Key Stage 2 YEAR B						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding – Ongoing in each unit						
Begin to understand the passage of time through use of the term past. Use of own life and events to understand the past Read books such as Little People Big Dreams, look at art, music, photographs and artefacts depending on the PLO	Know how to put 5 events / objects in the correct order they happened / were made Know how to use terms like before / after old/new correctly. 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 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 the relationship between date and century (dates starting from 100AD are 2nd century)	
Cause and consequence						
Remembering events from our past and the reasons for these.	Know about the cause of an event studied this year B		Know cause of event and consequence (from KS1 and this year.) B		Know cause of event and consequence & explain why. (from previous years and this year) B	
Significance of events, people and places						
Compare and contrast characters and historical events from books, art, music, stories, including figures from the past	Know the name of a famous person and explain why they are famous. B		Know some important events, places and people: B		Know, make links & draw comparisons between some important events, places and people: B	
Similarity and Difference / Continuity and Change Aspects: Society: people living in organised groups; hierarchy; how food is produced to feed people; where people live- types of settlements & buildings Culture: art, architecture, religion, custom						
Compare and contrast characters and historical events from books, art, music, stories,	Know simple facts about aspects of daily life studied this year. B Know some things which have changed / stayed the same B		Know similarities and differences between daily lives of people in the past and today. Know of main changes/constants. B		Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. (ongoing) 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.B	
Historical enquiry						
Ask questions about these events, read and watch online stories to help with understanding.	Use historical artefacts, photographs and visits to museums etc to answer simple questions about life in the past B		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. B		Recognise some sources may be more reliable than others and reasons for bias. Use sources to formulate a question and investigate the answers independently. B	
Historical interpretation						
Begin to comment on images and artefacts of familiar situations in the past	Know what an eye-witness account is. B		Look at different accounts of history: know what is fact or opinion. B Look at different version of the same event, identify differences and talk about reasons why. B		Know that some evidence is propaganda, misinformation or opinion Give reasons why Evaluate evidence to choose most reliable B	

