

Progression of Disciplinary Knowledge

	EYFS	Key Stage 1		Key Stage 2	
	Nursery/ Class 1	Class 2	Class 3	Class 4	Class 5
Similarities and Differences		Identify how farming is different from the past. Identify similarities and differences from the past to now. Identify how railways have changed over time. Identify how schools are different today from the past.	Make valid statements about the similarities and differences between different types of castles. Make valid statements about similarities and differences (Ancient Egyptian festivals and today's festivals). Make valid statements about the similarities, differences and changes (compare Ancient Egyptian festivals to Easter)	Explain the trend of how life in Britain has changed since Walter Tull was alive. Address and devise historically valid questions about change (how counting today is different to the past).	Compare similarities and differences and coherently explaining how schools are different today to the Victorian era. Compare similarities and differences and coherently explaining how the ancient Olympic games compare to the modern games.
	Know about similarities and differences between themselves and others, and among families and traditions.	Identify similarities and differences from the past to now. How are farms/railways/schools different from the past to today?	Make valid statements about the similarities and differences between the past and now. How are the types of castles/festivals different today?	Address and devise historically valid questions about change. How has life changed since Walter Tull was alive/how have laws/counting changed?	Compare similarities and differences coherently explaining how times are different now to the past. Explain how schools / Olympics are different today to the Victorians/Ancient Greeks.
Cause and Consequence		Understand how technology has changed farming.	Understand how the Romans have contributed to the development of our roads.	Explain the cause and effect of different events (how place	Consider different types of causes and effects for how the Viking raids led to changes in trade.

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		<p>Identify cause and effect for the development of the railways.</p> <p>Identify cause and effect for the development of the RNLI.</p> <p>Identify the cause and effect for the development of the fire brigade.</p>	<p>Understand how Cleve Hill has changed over time as a result of quarrying.</p> <p>Understand the cause and effect of the massacre and siege of Benin.</p>	<p>names have evolved from the Anglo-Saxon names).</p> <p>Explain the cause and effect of how laws have changed over time.</p> <p>Explain the cause and effect of how numbers have changed over time.</p> <p>Explain the effects the Blitz had on Britain.</p>	<p>Consider different types of cause and effect including how the Mayans influenced life today.</p> <p>Consider different types of causes and effects including how Greek democracy has built the British values of today.</p> <p>Consider different types of cause and effect including how migration has led to a diverse Britain.</p>
	Question why things happen and give explanations.	Identify one cause and effect for the development of the railways / fire brigade / RNLI / changes in farming.	Understand the causes and effects of key events in history. Understand the cause and effect of the massacre and siege of Benin / how Cleve Hill has changed / how the Romans contributed to our roads.	Explain the cause and effects of different events. Explain how place names have developed from Anglo-Saxon names / how laws / numbers have changed over time / the effects of the Blitz on Britain.	Consider different types of cause and effect for key events in history. Consider how the Mayans influenced life today / how Greek democracy built British values / how migration led to a diverse Britain / how Viking raids led to changes in trade.
Historical Significance		<p>Understand how trains have changed over time and put onto a timeline.</p> <p>Identify the difference between the past and present in own and other's lives.</p>	<p>Identify when the Battle of Hastings occurred and where this fits in a timeline of other events.</p> <p>Place historical events onto a timeline.</p> <p>Know when the Ancient Egyptians were and how it</p>	<p>Sequence with independence the key events on a timeline. (Anglo-Saxons key events)</p> <p>Sequence with independence the key events on a timeline. (follow the life of Walter Tull, how he was treated and how his legacy is so important).</p>	Explain independently the sequence of events and society and how the ancient Olympic games influenced the modern games.

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		Sequence events of the Great Fire of London.	fits in on a timeline with other events.	Sequence with independence the key events on a timeline.	
	Recognise and describe special times or events for family or friends.	Identify the difference between the past and present in own and other's lives. Sequence how trains have changed over time / the events of the Great Fire of London.	Place historical events on a timeline alongside other historical events. Identify when the Battle of Hastings was / when Ancient Egyptians / Romans lived and fit onto a timeline.	Sequence with independence the key events on a timeline. <ul style="list-style-type: none"> - Anglo-Saxon events - Walter Tull's life 	Explain how historical events fit alongside other events (ie how the Ancient Greeks were around at the same time as the Ancient Egyptians).
Sources of Evidence		Use artefacts to answer simple questions about the past. Find answers to simple questions about the past Find answers to simple questions about schools in the past. Extract evidence from Samuel Pepys' diary to learn more about the Great Fire of London.	Use sources of evidence to build up a picture of the past. Use sources of evidence to build up a picture of the past. Use first hand experiences of local people to find out about Clee Hill in the past. Use images of hieroglyphics and artefacts to build up an image of Ancient Egypt. Use a range of evidence to understand how Benin was built.	Understand how Queen Elizabeth II was depicted on different artefacts. Comment with confidence on the range of different sources. Comment with confidence on the different sources of evidence of Britain in the Blitz.	Evaluate independently the reliability of a range of sources depicting the ancient Olympic games. Evaluate independently a range of sources considering reliability and how the source was compiled. Bring together knowledge of different sources of information to look at the validity of the evidence (do historians know the purpose of items or just suggesting possible solutions). Evaluate independently a range of sources considering reliability and how the source was compiled.

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		Use artefacts to answer simple questions about the schools / houses / railway / farming.	Use sources of evidence to build up a picture of the past. Use first hand experiences to find out about Clee Hill in the past / images of hieroglyphics to build up an image of Ancient Egypt / a range of evidence to understand how Benin was built / Romans built roads.	Comment with confidence on a range of different sources. Understand how Queen Elizabeth II / the Blitz was depicted.	Evaluate independently the reliability of a range of sources. Bring together knowledge of different sources of information to look at the validity of the evidence; do historians know the purpose of items or just suggesting possible outcomes?
Historical Interpretations		Identify what it was like to live in homes in the past. Use photographic evidence to find out about the school and community.	Distinguish between different sources of evidence. Select what is most significant in a historic event. Distinguish between different sources of evidence (Howard Carter's discovery of Tutankhamun compared with a locals). Distinguish between different sources of evidence (Should the Benin bronzes have been taken?).	Explain reasons why a particular person was of particular significance. Explain how it is possible to have different interpretations of events (looking at WW2 from German perspective)	Confidently use sources of information to follow up a line of enquiry and distinguish between fact, fiction and opinion as to whether the Vikings were raiders or settlers or if the Vikings should have sailed to England. Compare the significance of key events across history and explain the reasons for different interpretations of events (the migrants view compared to those living in Britain at the time).

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		Identify what it was like in the past.	Distinguish between different sources of evidence. Select what is most significant in a historic event.	Explain reasons why a particular person / event was of particular significance. Explain how it is possible to have different interpretations of events.	Confidently use sources of information to follow up a line of enquiry and distinguish between fact, fiction and opinion. Consider the significance of key events across history and explain the reasons for different interpretations of events (view of migrants alongside those living in Britain / whether the Vikings were raiders or settlers).
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