Misterton Primary and Nursery School - Progression in History

Our History Progression document is linked to Disciplinary knowledge that develops pupils' rational and critical thinking. Disciplinary concepts are how we make use of the facts that are learned. Simply, these are the concepts that term a list of facts into historical knowledge about how historians investigate the past and construct claims, arguments, accounts that are concerned with developing historical rational and critical thinking within enquiry.

The following Disciplinary concepts are used for our history curriculum progression document:

***Cause and Consequence** ***Sources and evidence** ***Chronological knowledge** ***Historical interpretations** ***Continuity and Change** ***Historical significance**

Red writing gives examples of learning –

Enquiry questions / study from the whole school history overview are centred around one or more of the above disciplinary concepts.

Cause and Consequences (Asking Questions) Disciplinary						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to comment on images of familiar situations in the past. Know how to develop an understanding of why things happened in the past and give explanations. *Use Christmas/Easter / pancake day stories and activities to question such as: why did that happen? What caused …..to act like that?*	Know how to ask questions and with support answer some simple **historical questions**. Know how to identify at least one relevant **cause for, and consequences of**, several events covered. What happened as a result of Florence Nightingale wanting clean beds and wards? What is the result of this? Is this why we have clean hospitals today? *Recognise why people did things, why events happened and what happened as a result.* *Why did this event occur?* *What happened after the event?* *Why did someone act like they did? (Develop Empathy)*	Know how to confidently identify several relevant **causes and consequences** for the Great Fire of London. *Link to chronology and explore the events leading up to another event and the direct consequences after and the impact on people and society.*	Know how to comment on the importance of **causes and consequences** for some of the key events and developments. Such as the cause of the canal was to transport high volumes of goods far and wide the decline was the rise of the railways the consequence was they superseded the canal system, consider the impact this had on the canal people Know how to identify and explain reasons for results of historical events, situations and changes. To understand what has changed in at least one area of history as a result of an event. Such as exploration - Shackleton as a result of technological advancements OR change in how we use canals due to a change in society and technological advancement OR changes in how Anglo – Saxons made clothes, farmed animals, settlements / rulers / laws compared to today. Know how to summarise what caused the event.	Know how to explain with confidence the significance of particular **causes and consequences** regarding the topic studied Know how to identify and explain reasons for results of, situations and changes. Know what has changed in at least one area of history as a result of the topic studied. Know how to summarise what caused the event of the topic studied.	Know how to address and devise historically valid questions about **cause and consequences**. Know how to explain the role and significance of different causes and effects of a range of events and developments. Know how to identify and explain reasons for results of historical events, situations and changes. Know how to evaluate how the period/event has impacted Britain and one or more areas of historical focus (society, people, language, culture, government etc) both short and long term? Know how to identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.	Know how to explain the role and significance of different causes and effects of a range of events and developments. Know how to comment independently on the different types of **causes and consequences** for most of the events covered, including longer- and shorter-term aspects Know how to identify and explain reasons for results of historical events, situations and changes. Know how to evaluate how the period/event has impacted Britain and one or more areas of historical focus (society, people, language, culture, government etc) both short and long term? Know how to identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.

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Sources and evidence (Using evidence/ Communicating Ideas) Disciplinary						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Know how to find answers to simple questions about the past from sources of information such as settings, characters and events encountered in books read in class and storytelling	Know some of the ways in which they find out about the past and identify different ways in which it is represented Know how to handle sources of evidence and make observations and simple comparisons. Begin to know how to extract information from several different types of sources including written, visual and oral sources and artefacts. Know that they can find answers to simple questions about the past using sources of information.	Know how to use sources – observe and handle to answer questions about the past. Know how to select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions. Know how to observe and handle sources of evidence to answer questions about the past on the basis of simple observations.	Know how to use sources to find out about period studied. Know how our knowledge of the past is constructed from a range of sources. Know how to recognise possible uses of a range of sources for answering historical enquiries. Begin to know how to use the library and internet to research a specific enquiry. Know how to use sources of evidence to build up a picture of a past event.	Know how to use a range of primary and secondary sources/ evidence to build up a picture of the past Know how to comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past.	Begin to know how to identify primary and secondary sources. Compare accounts of events from different sources (linked to key concept similarities and differences) Know how to comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. Know how to select relevant sections of information using research with increasing confidence to answer a line of enquiry.	Know how to recognize primary and secondary sources. Link a range of sources to make own conclusions to one or more of the key concepts Know how to evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. Know how to suggest omissions in information and suggest the means of finding this out. Know how to bring together knowledge from different sources of information in a fluent account.

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Chronological Knowledge/ understanding (How historians secure a timeline of the past and coherent narratives across time) Disciplinary *KS1 - Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later* *Ks2- Develop chronologically secure knowledge and understanding of British, local and world history.*						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Know how to make sense of their own history. Know how to sequence familiar events (discuss) Use language relating to time.	Know how to recognise the difference between past and present in their own life – personal timeline and others' lives – Florence Nightingale. Know how to depict on a timeline the sequence 3 or 4 objects and/or pieces of information. Know how to place all events studied this year in history on a timeline.	Know how to understand time securely and use a wider range of time terms. Know how to sequence artefacts for different periods of time and match artefacts to the people of different ages. Know how to place all events studied in history in Y1 and 2 on a timeline.	Know how to use dates and terms related to the unit and the passing of time Know how to place dates and events on a timeline for the period being studied and discuss a key concept within the period being studied. Know how to place all events studied in history in Y1 ,2 and 3 on a timeline. *Use BC/ AD, years/ centuries relating to period studied*	Know how to sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms. Know how to use an increasing range of terms related to the period and begin to date events within and across the periods studied. Know how to explain a key concept within the period studied. *Use BC/ AD, years/ centuries relating to period studied*	Know how to sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms. They can make informed comparisons between different times in the past. Know how to use key events from current period of study on a time line, in relation to one other period of time. Make comparisons within or across the two periods. Know how to use relevant/ more complex dates e.g. 8th May 1945 *Use BC/ AD, years/ centuries relating to period studied*	Know how to explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms accurately. Know how to sequence several historical events on a timeline, considering the relationships to each other. To have a confident chronological overview of the key periods studied across KS2. Know how to place current period of study on a time line in relation to other periods studied from years 1-6. Know how to compare and explain a timeline. Know how to summarise and evaluate your timeline. *Use BC/ AD, years/ centuries relating to period studied*

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Historical Interpretations (How and why historical interpretations are different and why historians ascribe significance to historical people or events) Disciplinary						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)	Know some of the ways in which they find out about the past and identify different ways in which it is represented. Know how to consider one reason why an event or person might be significant. Begin to know how to distinguish between fact and fiction Know how to compare different versions of events from the past.	Know how to identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Know how to address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources. Know how to select what is most significant in a historical account and can provide a reason why two accounts of the same event might differ. Know how to distinguish between different sources of evidence, comparing the versions of the same story. With support, evaluate the usefulness of different sources. Begin to know how to use various sources to piece together information about a period of history and with support discuss this.	Know how to explain why some aspects of historical accounts, themes or periods are significant. Know how to comment on a range of possible reasons for differences in a number of accounts and evaluate the usefulness of different sources of evidence. Begin to evaluate the usefulness of different sources. Know how to use various sources to piece together information about a period of history.	Know how to address and devise historically valid questions about significance. Know how to understand how our knowledge of the past is constructed from a range of sources. Know how to explain reasons why particular aspects of a historical event, development, society or person were of particular significance. Know how to explain how and why it is possible to have different interpretations of the same event or person and link sources / work out how conclusions were arrived at. I know that that different evidence may lead to different conclusions. I know how to understand fact and opinion. Know some reasons for different versions of events. Select relevant sections of information from sources to form conclusions.	Know how to compare the significance of events, developments and people across History and time periods studied. Know how to understand and explain the nature and reasons for different interpretations in a range of topics. They can consider how to check the accuracy of interpretations fact, fiction or opinion. Know how to use sources of information such as the library/ the internet to follow up a line of enquiry. Know how to identify which sources are fact and opinion. Know that different evidence will lead to different conclusions, some evidence / authors may be persuading or giving a specific viewpoint. Know how to bring knowledge together to construct an informed response.

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Continuity and Change Disciplinary						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Know how to compare and contrast characters from stories, including figures from the past. Know how to talk about the lives of the people around them and their roles in society	Know how to recognise some similarities and differences between the past and the present Know how to compare and contrast changes that have been made in a particular period of time.	Know how to identify similarities and differences between ways of life in different periods.	Know how to find out about the everyday lives of people compared with our life today.	Know how to explain how people and events in the past have influenced life today.	Know how to describe connections and contrasts between aspects of history, people, events and artefacts studied.	Know how to use appropriate historical terms such as culture, religious, social, economic and political when describing the past.

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Historical significance Disciplinary						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Know how to recognise and describe special time or events for them, friends and family to others Talk about the lives of the people around them and their roles in society. Know how to understand the past through settings, characters and events encountered in books read in class and storytelling.	Know why certain individuals e.g. Florence Nightingale are significant in history (achievements and impact)	Know how to identify why certain people/events are significant in the wider context of history e.g. Guy Fawkes and the Gunpowder Plot, Rosa Parkes etc.	Know how to identify historically significant people and events and situations *e.g. – Alfred the Great prevented England from falling to the Danes and promoted learning and literacy.* Know how to understand the significant contributions made to society – Anglo – Saxons started the English language. *Why was such an event seen as significant after the time? Why is this period in history seen as significant to Britain now?*	Know how to find out why advancements in the Stone and Iron Ages were significant to the development of Britain. Know how to identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.	Know how to explain advancements in technology in the Mayan civilisation.	Know how to describe the achievements of the Ancient Egyptians and their significance to human development.

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