

Oakmeadow Primary School: Disciplinary Knowledge Progression – History

Pupils make progress in their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge').

Disciplinary Concepts – develop pupils' rational and critical thinking:

Cause & Consequence, Change & continuity, Similarity & difference, Historical significance, Historical enquiry and Historical interpretations.

EYFS – Knowledge and Understanding

Year Group	Topic knowledge	Chronology understanding	Historical significance of events/ people/ place	Similarity & difference/ Continuity & change	Historical Enquiry	Historical interpretations	Cause & consequence
EYFS	All About me Once Upon a time People who help us Spring into life African safari Wonderful weather	Understand the past through settings, characters, and events encountered in books read in class and storytelling. Talk about the order of events in a range of familiar stories Recognise language in stories that shows the story happened in the past.	Share their memories of significant events that have happened to them.	Know some similarities and differences between things in the past and now, drawing on their won experiences and what has been read to them.	Can look at photographs of people/ objects from the past and see how they are different to similar objects/people of today.	Can identify between different versions of the same event.	Talk about why things have changed.

Year 1 – Knowledge and Understanding

Year Group	Topic knowledge	Chronology understanding	Historical significance of events/ people/ place	Similarity & difference/ Continuity & change	Historical Enquiry	Historical interpretations	Cause & consequence
Year 1 Autumn Why do we wear poppies?	Autumn: Changes within living memory. Why do we wear poppies on Remembrance Day? Significant historical events, people and places in their own locality The school & community (local area)	Know how to use terms like before/ after/ old / new correctly. Know how to put events in the correct order of when they happened. Uses simple timelines to sequence processes, events and objects within their own experience.	Know the name of a significant event Know the name of a famous person and explain why they are	Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same. Can spot simple	Begin to use historical artefacts, photographs, and visits to museums etc to find out about the past.	Know what an eye-witness account is. See that there are often different interpretations because the gaps there can be gaps in evidence.	Can give a simple reason why a real person acted as they did in a historical situation. Can give simple consequences of
		Know about the cause of an event studied this year.	famous.	differences between 'then and now'.			somebody' action. E.g. 'because of the things'
Year 1 Spring	Changes within Living Memory Toys	Understands and uses common words related to the passing of time: 'in the past' 'the olden days', 'a long time ago.'		Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same.	Can describe the main features of an artefact. Can make deductions about artefacts, spotting clues to find and use, and can talk about	See that there are different versions of real historical situations e.g written, spoken and pictorial versions.	
Year 1 Summer	Changes within Living Memory Victorian Seaside's	Uses simple timelines to sequence processes, events and objects within their own experience.	Know a name of significant Victorian Seaside place	Know simple facts about aspects of daily life studied this year. Know some things which have	Begin to use historical artefacts, photographs, and visits to museums etc	See that there are different versions of real historical situations e.g	

	changed / stayed the	to find out about the	written, spoken and	
	same.	past.	pictorial versions.	
The same of the sa		Can make deductions		
		about artefacts,		
		spotting clues to find		
		and use, and can talk		
		about.		

Year Group	Topic knowledge	Chronology understanding	Significance of events/ people/ place	Similarity & difference/Continuity & change	Historical Enquiry	Historical interpretations	Cause & consequence
Year 2	The lives of significant	Know how to put some	Know the name of a	Compare with their	Use historical	Can understand that	Can give clear
Journeys	individuals in the past who	events /objects in the	famous person and	own life.	artefacts,	people create	explanation of an
	have contributed to national	correct order they	explain why they are	Know some things	photographs and	different	important event,
	and international	happened / were made.	famous	which have changed	visits to	versions of the past	offering two or three
ALLEN A	achievements.			/ stayed the same	museums etc to	for different	reasons why an event
THE WAR	Used to compare aspects of	Know how to use			answer simple	audiences and	took place.
112	life in	vocabulary to describe			questions about life	therefore might give	
	different periods.	the sequence of events:			in the past	a different emphasis	
	·	first, next, then, finally,					
	Scot of the Antarctic	a long time ago, more /			Can draw simple		
		less than 100 years ago			conclusions about		
					their own lives and		
	Christopher Columbus	Understands that the			others		
		world was different in			around them by		
		the			reference to clues in		
		olden days.			evidence		
Year 2 Spring	Events beyond living memory	Know how to put some	Knows why the event	Know simple facts	Ask and answer	Know what an an	Know about the cause
, -	that are significant nationally	events /objects in the	is a significant part of	about aspects of	questions such as	eye-witness account	of The Great Fire of
	or globally	correct order they	national history.	daily life studied this	What was it like for	is.	London.
	The Great Fire of London	happened / were made	·	year.	a? What		
		Can sequence parts of			happened? How long		
		more			ago?		

	complex story where	Can spot the
	action	differences between
	takes place over a	sources and come to
	long period of time,	a conclusion as to the
		most common view.
		Make deductions
		from photographs ,
		going beyond the
		literal and what can
		be see
		and are able to
		realise that there are
		potential weaknesses
		in eyewitness
		accounts.
Year 2		
Summer		
N/A		

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Year 3 Autumn N/A							
Year 3 Spring Stone Age	Stone Age to the iron Age changes in Britain from the Stone Age to the Iron Age.	Know how to locate key events/periods studies on a timeline.	Know some important places	Know similarities & difference between daily lives of people in the past and today.	Archaeology is the branch of history that deals with remains of human life	Look at different accounts of history: know what is fact or opinion	Know causes of event and consequences. See that events can have more than one cause.

		Know the meaning of AD, BC, century, millennium Sequence the three separate periods, namely the Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age				Understand that all history is to some extent interpretations and see why people might write different versions of the same event	Analysis actions of people in historical settings: the impact of hunter gather to farming.
Year 3 Summer Ancient Egypt	Ancient Egypt The achievements of the earliest civilizations	Know how to locate key events/periods studies on a timeline.	Know some important places	Know main changes/contrast.	Use a range of sources of evidence (archievs, visits, photographs ect). Ask questions to find out about the past.	Even when using the same evidence historians can put different	Some things have lots of causes that are connected in some way.

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Year 4 Autumn N/A							
Spring	The Roman Empire & it's impact on Britain.	Know how to locate and place the key events/periods studied on a timeline: Know the meaning of: decade, ancient, modern Accurately differentiate within a longer period e.g. Roman, Saxon and Vikings	Know some important events, places and people:	Know similarities and differences between daily lives of people in the past and today: Know of main changes/constants.	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	Look at different version of the same event, identify differences and talk about reasons why.	Know cause of event and consequence: (from previous years and this year). Can add little detail about each cause;
Summer	Mayan Civilisation c. AD 900 a non-European society that provides contrasts with British history	Realises that ancient means thousands of years ago Can talk about the past in terms of periods e.g. Egyptian, Roman;, Maya	Know some important events, places and people:		Can see that some sources are more useful than others and can explain why	Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis	Know that events happen because of other reasons than just human action.

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Year 5	Britain's settlement by	Know how to order	Know, make links	Know of main	Know that evidence		Know cause of event
Autumn	Anglo-Saxons and Scots.	and place the key	&draw	changes/constants	must be handled		and
	Roman withdrawal from	periods and events	comparisons	and	carefully		consequence &
	Britain in c. AD 410 and	studied:	between some		Understand that		explain why. (from

The second secon	the fall of the western Roman Empire. Anglo- Saxon invasions, settlements and kingdoms: place names and village life	Know the CE and BCE can be used instead of AD and BC	important events, places and people: - particular focus on Anglox-Saxon and Vikings.	compare with other periods studied	they need to know who produced it and why. Who was the audience?		previous years and this year).
Spring	The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion	Know how to order and place the key periods and events studied:		Make links between periods of history studied	Recognise some sources may be more reliable than others Use sources to answer a question independently	Know that some evidence is propaganda, misinformation or opinion Give reasons why Evaluate evidence to choose most reliable	Know that events usually happen for a combination of reasons.
Summer	Ancient Greeks 12th- 9th Century BC Ancient Greece – a study of Greek life and achievements and their influence on the western world Democracy, medicine, water & air	Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted		Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people.	Recognise some sources may be more reliable than others Use sources to answer a question independently		Explains an event using simple form of classification e.g. to do with religion, language or architecture,

Year Group	Topic knowledge	Chronology	Significance of	Similarity &	Historical Enquiry	Historical	Cause &
		understanding		difference/		interpretations	consequence
			place	Continuity &			
				change			
Year 6 Autumn							
Spring:	Local history study:: to	Know how to order	Know, make links &	Know similarities	Recognise some	Know that some	Know cause of event
	understand how	and place	draw	and	sources may be	evidence is	and
	Shrewsbury has changed	the key periods and	comparisons	differences	more reliable than	propaganda,	consequence &
	throughout time	events	between some	between daily	others and reasons	misinformation or	explain why:
		studied:	important events,	lives, including	for bias.	opinion	(from previous years
			places and people:	social, cultural,		Give reasons why	and this year).

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Newcast Whitchurch		Know the		religious and	Use sources to	Evaluate evidence	
• Oswestry (Mediblan)		relationship between		ethnic diversity of	formulate a	to choose most	
Moding Stock		date and century		people. Make links	question and	reliable	
aerafnion Shrewsbury Movedor		(dates starting from		between	investigate the		
Gaer nta? (Virconium)		100AD are 2 nd		periods of history	answers		
wtown Bridgworth ?		century)		studied.	independently		
				Know of main			
All College Provings				changes /			
(Salina				constants and			
				compare with			
				other periods			
				studied			
				Describe change			
				through the use of			
				general, abstract			
				terms such as			
				gradual or rapid			
Summer:	Life in Victorian Britain:	Can make links	Know, make links &	Be able to explain	Use sources to	Can grasp that	They see causes
	Grasp that Victoria	between three	draw	some quite	formulate a	interpretations	might be connected
CONTRACTOR OF COMPANY	dominated the period	periods in history,	comparisons	complex	question and	might differ	in some way; one
	synonymous with her	comparing, spotting	between some	events using a	investigate the	depending on	cause might be
Car Carlo	long reign.	similarities	important events,	good	answers	the aspect that	linked to another
	Know that main changes	differences	places and people:	range of causes,	independently	people are looking	making the event
	especially transport,	e.g. influence of		some of them		at.	much more likely to
	railways to bicycles and	Saxon,		linked in a simple			happen
	cars,	Normans and Tudor		way			паррен
WIT IS	industry; factories and	and		ay			
	mines,	Victorian railways					
	mainly in north;	Victorian ranways					
	urbanisation etc.						
	Understand that this						
	was a period of rapid						
	changes						
	and can identify						
	differences						
	between beginning and						
	end of long reign, eg:						
	railways at start, cars at						
	end.						