



Progression of Skills and Knowledge in Disciplinary Concepts

| Disciplinary concepts |                              |                       |                         |                     |                            |
|-----------------------|------------------------------|-----------------------|-------------------------|---------------------|----------------------------|
| Change and continuity | Similarities and differences | Cause and consequence | Historical significance | Sources of evidence | Historical interpretations |

| Change and continuity  |  |
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| EYFS   |  |
| <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Being aware of changes that happen throughout the year (e.g. seasons, nature).</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that the environment around us changes as time passes.</li> </ul>   |  |
| Year 1   | Year 2   |
| <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Beginning to look for similarities and differences over time in their own lives.</li> <li>Describing simple changes and ideas/objects that remain the same.</li> <li>Understanding that some things change while other items remain the same and some are new.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that people change as they grow older.</li> <li>To know that throughout someone's lifetime, some things will change and some things will stay the same.</li> <li>To know that everyday objects have changed over time.</li> </ul> | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences between ways of life at different times.</li> <li>Identifying simple reasons for changes.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that daily life has changed over time but that there are some similarities to life today</li> </ul> |
| Lower KS2  | Upper KS2  |
| <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identifying reasons for change and reasons for continuities.</li> <li>Identifying what the situation was like before the change occurred.</li> <li>Comparing different periods of history and identifying changes and continuity.</li> </ul>  | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Making links between events and changes within and across different time periods / societies.</li> <li>Identifying the reasons for changes and continuity.</li> </ul>   |



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| <ul style="list-style-type: none"><li>• Describing the changes and continuity between different periods of history.</li><li>• Identifying the links between different societies</li></ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• To know that change can be brought about by advancements in transport and travel.</li><li>• To know that change can be brought about by advancements in materials.</li><li>• To know that change can be brought about by advancements in trade</li></ul> | <ul style="list-style-type: none"><li>• Describing the links between main events, similarities and changes within and across different periods/studied.</li><li>• Describing the links between different societies.</li><li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li><li>• Analysing and presenting the reasons for changes and continuity</li></ul> <p><b>Knowledge:</b></p> |
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| Cause and consequence  |  |
|--|--|
| EYFS   |  |
| <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Experiencing cause and effect in play - achieve through continuous provision.</li></ul>  |  |
| Year 1   | Year 2   |
| <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Asking why things happen and beginning to explain why with support.</li></ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• To know that everyday objects have changed as new materials have been invented.</li></ul>   | <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Asking questions about why people did things, why events happened and what happened as a result.</li><li>• Recognising why people did things, why events happened and what happened as a result.</li></ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• To know that changes may come about because of improvements in technology.</li></ul>                                 |
| Lower KS2  | Upper KS2  |
| <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Identifying the consequences of events and the actions of people.</li><li>• Identifying reasons for historical events, situations and changes.</li></ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</li><li>• To know that advancements in science and technology can be the cause of change</li></ul> | <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Giving reasons for historical events, the results of historical events, situations and changes.</li><li>• Starting to analyse and explain the reasons for, and results of historical events, situations and change</li></ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• To know that members of society standing up for their rights can be the cause of change.</li></ul> |



| Similarities and differences  |  |
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| <b>EYFS</b>   |  |
| <b>Skills:</b> <ul style="list-style-type: none"><li>• Beginning to recognise similarities and differences between the past and today.</li><li>• Using photographs and stories to compare the past with the present day.</li></ul>  |  |
| Year 1  | Year 2   |
| <b>Skills:</b> <ul style="list-style-type: none"><li>• Beginning to look for similarities and differences over time in their own lives</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>• To know that there are similarities and differences between their lives today and their lives in the past.</li><li>• To know some similarities and differences between the past and their own lives.</li><li>• To know that people celebrate special events in different ways.</li><li>• To know that everyday objects have similarities and differences with those used for the same purpose in the past.</li></ul> | <b>Skills:</b> <ul style="list-style-type: none"><li>• Identifying similarities and difference between ways of life at different times.</li><li>• Finding out about people, events and beliefs in society.</li><li>• Making comparisons with their own lives.</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>• To know that there are explanations for similarities and differences between children's lives now and in the past.</li></ul> |
| Lower KS2   | Upper KS2  |
| <b>Skills:</b> <ul style="list-style-type: none"><li>• Identifying similarities and differences between periods of history.</li><li>• Explaining similarities and differences between daily lives of people in the past and today.</li><li>• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>•</li></ul>   | <b>Skills:</b> <ul style="list-style-type: none"><li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li><li>• Making links with different time periods studied.</li><li>• Describing change throughout time.</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>•</li></ul>   |



| Historical significance   |  |
|---|--|
| <b>EYFS</b>   |  |
| <b>Skills:</b> <ul style="list-style-type: none"><li>Recalling special people in their own lives.</li></ul> <b>Knowledge</b> <ul style="list-style-type: none"><li>To know the names of people that are significant to their own lives.</li></ul>   |  |
| Year 1  | Year 2   |
| <b>Skills:</b> <ul style="list-style-type: none"><li>Recalling special events in their own lives.</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>To know that some people and events are considered more 'special' or significant than others.</li></ul>   | <b>Skills:</b> <ul style="list-style-type: none"><li>Discussing who was important in a historical event.</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>To know that some events are more significant than others.</li><li>To know the impact of a historical event on society.</li><li>To know that 'historically significant' people are those who changed many people's lives.</li></ul> |
| Lower KS2   | Upper KS2  |
| <b>Skills:</b> <ul style="list-style-type: none"><li>Recalling some important people and events.</li><li>Identifying who is important in historical sources and accounts.</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>To know that significant archaeological findings are those which change how we see the past.</li><li>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li></ul> | <b>Skills:</b> <ul style="list-style-type: none"><li>Identifying significant people and events across different time periods.</li><li>Comparing significant people and events across different time periods.</li><li>Explain the significance of events, people and developments.</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li></li></ul>   |



Sources of evidence

EYFS

**Skills:**

- Using photographs and stories to compare the past with the present day.
- Using stories and non-fiction books to find out about life in the past.

**Knowledge**

- To know that stories and books can tell us about the past

Year 1

**Skills:**

- Using artefacts, photographs and visits to museums to answer simple questions about the past.
- Finding answers to simple questions about the past using sources (e.g. artefacts).
- Sorting artefacts from then and now.

**Knowledge:**

- To know that photographs can tell us about the past.
- To know that we can find out about the past by asking people who were there.
- To know that artefacts can tell us about the past.
- To know that we remember some (but not all) of the events that we have lived through.

Year 2

**Skills:**

- Using artefacts, photographs and visits to museums to ask and answer questions about the past.
- Making simple observations about a source or artefact.
- Using sources to show an understanding of historical concepts (see above).
- Identifying a primary source.

**Knowledge:**

- To know that we can find out about how places have changed by looking at maps.
- To know that historians use evidence from sources to find out more about the past

Lower KS2

**Skills:**

- Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.

**Knowledge:**

- To know that archaeological evidence can be used to find out about the past.
- To know that we can make inferences and deductions using images from the past.

Upper KS2

**Skills:**

- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.

**Knowledge:**

- To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.
- To understand the types of information that can be extracted from the census.
- To understand that inventories are useful sources of evidence to find out about people from the past.



- To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.
- To understand how to compare different census extracts by analysing the entries in individual columns.



| Historical interpretations   |  |
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| <b>EYFS</b>  |  |
| <b>Skills:</b> <ul style="list-style-type: none"><li>Recognising that different members of the class may notice different things in photographs from the past.</li></ul> <b>Knowledge</b> <ul style="list-style-type: none"><li>To begin to understand that the past can be represented in photographs and drawings.</li></ul>   |  |
| Year 1   | Year 2   |
| <b>Skills:</b> <ul style="list-style-type: none"><li>Beginning to identify different ways to represent the past (e.g. photos, stories).</li><li>Developing their own interpretations from historical artefacts.</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>To know that the past can be represented in photographs</li></ul>  | <b>Skills:</b> <ul style="list-style-type: none"><li>Recognising different ways in which the past is represented (including eye-witness accounts).</li><li>Comparing pictures or photographs of people or events in the past.</li><li>Developing their own interpretations from photographs and written sources.</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>To know that the past is represented in different ways.</li></ul>   |
| Lower KS2  | Upper KS2  |
| <b>Skills:</b> <ul style="list-style-type: none"><li>Identifying and giving reasons for different ways in which the past is represented.</li><li>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</li><li>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li><li>Evaluating the usefulness of different sources.</li><li>Independently using textbooks to gain historical knowledge.</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li><li>To know that assumptions made by historians can change in the light of new evidence.</li></ul> | <b>Skills:</b> <ul style="list-style-type: none"><li>Comparing accounts of events from different sources.</li><li>Suggesting explanations for different versions of events.</li><li>Evaluating the usefulness of historical sources.</li><li>Identifying how conclusions have been arrived at by linking sources.</li><li>Developing strategies for checking the accuracy of evidence.</li><li>Addressing and devising historically valid questions.</li><li>Understanding that different evidence creates different conclusions.</li><li>Evaluating the interpretations made by historians</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li><li>To understand that there are different interpretations of historical figures and events.</li></ul> |