



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	
Year 1	Year 2
<p>Skills:</p> <ul style="list-style-type: none"> Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. 	<p>Skills:</p> <ul style="list-style-type: none"> Identifying similarities and differences between ways of life at different times. Identifying simple reasons for changes. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that daily life has changed over time but that there are some similarities to life today
Lower KS2	Upper KS2
<p>Skills:</p> <ul style="list-style-type: none"> Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies <p>Knowledge:</p> <ul style="list-style-type: none"> To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade 	<p>Skills:</p> <ul style="list-style-type: none"> Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity <p>Knowledge:</p>



Cause and consequence	
Year 1	Year 2
<p>Skills:</p> <ul style="list-style-type: none">Asking why things happen and beginning to explain why with support. <p>Knowledge:</p> <ul style="list-style-type: none">To know that everyday objects have changed as new materials have been invented.	<p>Skills:</p> <ul style="list-style-type: none">Asking questions about why people did things, why events happened and what happened as a result.Recognising why people did things, why events happened and what happened as a result. <p>Knowledge:</p> <ul style="list-style-type: none">To know that changes may come about because of improvements in technology.
Lower KS2	Upper KS2
<p>Skills:</p> <ul style="list-style-type: none">Identifying the consequences of events and the actions of people.Identifying reasons for historical events, situations and changes. <p>Knowledge:</p> <ul style="list-style-type: none">To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).To know that advancements in science and technology can be the cause of change	<p>Skills:</p> <ul style="list-style-type: none">Giving reasons for historical events, the results of historical events, situations and changes.Starting to analyse and explain the reasons for, and results of historical events, situations and change <p>Knowledge:</p> <ul style="list-style-type: none">To know that members of society standing up for their rights can be the cause of change.



Similarities and differences	
Year 1	Year 2
<p>Skills:</p> <ul style="list-style-type: none">• Being aware that some things have changed and some have stayed the same in their own lives. <p>Knowledge:</p> <ul style="list-style-type: none">• To know that there are similarities and differences between their lives today and their lives in the past.• To know some similarities and differences between the past and their own lives.• To know that people celebrate special events in different ways.• To know that everyday objects have similarities and differences with those used for the same purpose in the past.	<p>Skills:</p> <ul style="list-style-type: none">• Knowing some things which have changed / stayed the same as the past.• Finding out about people, events and beliefs in society.• Making comparisons with their own lives. <p>Knowledge:</p> <ul style="list-style-type: none">• To know that there are explanations for similarities and differences between children's lives now and in the past.
Lower KS2	Upper KS2
<p>Skills:</p> <ul style="list-style-type: none">• Identifying similarities and differences between periods of history.• Explaining similarities and differences between daily lives of people in the past and today.• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world <p>Knowledge:</p> <ul style="list-style-type: none">•	<p>Skills:</p> <ul style="list-style-type: none">• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.• Making links with different time periods studied.• Describing change throughout time. <p>Knowledge:</p> <ul style="list-style-type: none">•



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



Sources of evidence	
Year 1	Year 2
<p>Skills:</p> <ul style="list-style-type: none">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. <p>Knowledge:</p> <ul style="list-style-type: none">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.	<p>Skills:</p> <ul style="list-style-type: none">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. <p>Knowledge:</p> <ul style="list-style-type: none">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	Upper KS2
<p>Skills:</p> <ul style="list-style-type: none">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. <p>Knowledge:</p> <ul style="list-style-type: none">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.	<p>Skills:</p> <ul style="list-style-type: none">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. <p>Knowledge:</p> <ul style="list-style-type: none">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	
Year 1	Year 2
<p>Skills:</p> <ul style="list-style-type: none">• Beginning to identify different ways to represent the past (e.g. photos, stories).• Developing their own interpretations from historical artefacts. <p>Knowledge:</p> <ul style="list-style-type: none">• To know that the past can be represented in photographs	<p>Skills:</p> <ul style="list-style-type: none">• Recognising different ways in which the past is represented (including eye-witness accounts).• Comparing pictures or photographs of people or events in the past.• Developing their own interpretations from photographs and written sources. <p>Knowledge:</p> <ul style="list-style-type: none">• To know that the past is represented in different ways.
Lower KS2	Upper KS2
<p>Skills:</p> <ul style="list-style-type: none">• Identifying and giving reasons for different ways in which the past is represented.• Identifying the differences between different sources and giving reasons for the ways in which the past is represented.• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.• Evaluating the usefulness of different sources.• Independently using textbooks to gain historical knowledge. <p>Knowledge:</p> <ul style="list-style-type: none">• 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.• To know that assumptions made by historians can change in the light of new evidence.	<p>Skills:</p> <ul style="list-style-type: none">• Comparing accounts of events from different sources.• Suggesting explanations for different versions of events.• Evaluating the usefulness of historical sources.• Identifying how conclusions have been arrived at by linking sources.• Developing strategies for checking the accuracy of evidence.• Addressing and devising historically valid questions.• Understanding that different evidence creates different conclusions.• Evaluating the interpretations made by historians <p>Knowledge:</p> <ul style="list-style-type: none">• To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.• To understand that there are different interpretations of historical figures and events.