



Progression in Disciplinary knowledge: Historians Know That...

	FSU	Y1	Y2	Y3	Y4	Y5	Y6
Continuity and Change	<p>Know that people change over time and say how they have changed.</p> <p>Know examples of change in their own family or class.</p>	<p>Know that people, places and objects change over time.</p> <p>Know ways in which everyday objects have changed over time e.g. toys and phones, and how they have changed in their lives so far.</p>	<p>Know what has changed in everyday life from the period of time studied including jobs, school, family life, homes and technology.</p> <p>Know about new ideas and inventions of the time.</p>	<p>Know that many aspects of everyday life stay the same over time but that some things change e.g. jobs people do, technology, clothes, the way people spend their spare time.</p>	<p>Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.</p> <p>Know that change can depend on economic circumstances, inventions and people's beliefs.</p>	<p>Know that continuity is the idea that many aspects of everyday life stay the same over time.</p> <p>Know some of these aspects</p> <p>Know that some key events caused great change for large numbers of people e.g. the introduction of democracy.</p>	<p>Know that changes can have long or short- term consequences and have an effect on large numbers of people or only particular groups.</p> <p>Know about key changes in the period studied and the effect these had on different groups of people.</p>
Cause and Consequence	<p>Know about things that have happened in their own lives or in stories and begin to say why.</p>	<p>Know why people did things</p> <p>Know what happened as a result of the actions of others.</p>	<p>Know why people did things, why events happened and what happened as a result of this.</p>	<p>Know why people did things, why events happened and give explanations about why they may have done things.</p> <p>Know that there are consequences to actions or events in history.</p>	<p>Know why people did things or why events happened.</p> <p>Know that the consequences of actions or events in historical may affect different peoples differently.</p>	<p>Know that people make decisions for a variety of reasons e.g. personal gain, the opinions of others.</p> <p>Know that decisions can have positive and negative consequences.</p> <p>Know that attitudes, beliefs and opinions about consequences may differ by groups of people.</p>	<p>Know that people make decisions for a variety of reasons e.g. personal gain, a lack of options.</p> <p>Know they make decisions based on the cultural context of the time and that this may be different from our context.</p>
Similarity, difference and significance	<p>Know about special times and events in their family.</p> <p>Know some similarities and differences between themselves and others.</p>	<p>Know who was important in a simple historical recount.</p> <p>Know why people are important in history.</p> <p>Know there are similarities and differences between new and old objects</p>	<p>Know who was important in a simple historical recount and give reasons why.</p> <p>Know similarities and differences between life now and in the past.</p>	<p>Know some key people in historical events and say why they were important.</p> <p>Know that observations can be made to identify comparisons.</p>	<p>Know the key people in historical events, what they did and say why they were important.</p> <p>Know about different people and their beliefs in a period of time.</p>	<p>Know that historically significant people may be viewed differently by different groups</p> <p>Know that there can be similarities and differences in everyday life for different groups of people e.g. men and women, rich and poor, rulers and ordinary people</p>	<p>Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successfully repelled.</p>
Chronological Understanding	<p>Know about the past and present through their own experiences and through stories.</p>	<p>Know that time passes and lives of people vary through time.</p> <p>Know that some things happened within living memory but that many things happened beyond this.</p> <p>Know that term 'past' means something has already happened.</p> <p>Know that the term 'present' means today/the now.</p>	<p>Know that the passing of</p> <p>Know that some things happened within living memory but that many things happened beyond this.</p>	<p>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Know chronologically secure, clear narratives relevant to the period studied.</p> <p>Know the connections between local and regional history and between cultural, economic, military, political, religious and social history.</p>	<p>Know clear narratives within and across periods studied. (including previous years in reverse-chronological order)</p> <p>Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.</p>	<p>Know clear narratives within and across periods studied. (including previous years in reverse-chronological order)</p> <p>Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.</p> <p>Know the connections between short-term and long-term timescales.</p>	<p>Know clear narratives within and across periods studied. (including previous years in reverse-chronological order)</p> <p>Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.</p> <p>Know the connections between short-term and long-term timescales.</p>

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Historical Enquiry	<p>Know that asking questions helps us to find out more about people.</p> <p>Know that a world existed before they or the people around them were born.</p>	<p>Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago.</p> <p>Know that asking questions about people and artefacts helps us to know and remember more.</p> <p>Know the difference between fact and fiction.</p> <p>Know there may be differences about how adults talk about the past and how they remember things.</p>	<p>Know several ways of finding out about the past e.g. books, artefacts, people, the internet.</p> <p>Know how to find answers to simple questions about the past from different sources of information.</p> <p>Know that asking about artefacts helps us to find out more about them.</p> <p>Know that listening to recounts helps us to find out more about people's experiences.</p> <p>Know that people see the past in different ways.</p> <p>Know how to compare pictures, photos and accounts of people and events in the past and say how they differ.</p>	<p>Know that a range of historical sources can be used to help us learn about the past e.g. letters, speeches, photographs.</p> <p>Know that sources can be used to provide answers to questions posed.</p> <p>Know that different versions of the past may exist, giving some reasons for this.</p> <p>Know that there are different versions of the same event and that reliability may be inconsistent</p>	<p>Know there are primary and secondary sources and understand that they can vary in reliability.</p> <p>Know how to select and combine information from different sources to create a fuller picture of an event or person.</p> <p>Know that aspects of the past have been represented and interpreted in different ways.</p> <p>Know examples of accounts of events from different sources.</p>	<p>Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time.</p> <p>Know that sources can be useful for particular tasks and should be evaluated for this.</p> <p>Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>Know that some sources may be considered more useful or reliable for different purposes and gaining an understanding, than others.</p>	<p>Know which source of evidence is most appropriate</p> <p>Know that evaluating the usefulness and accuracy of a source is important.</p> <p>Know that some accounts are biased and may miss out key facts.</p> <p>Know and begin to analyse, why there are different historical interpretations of events, people and changes.</p> <p>Know that interpretations of history may be inaccurate and should be analysed and evaluated.</p>