



Progression of Disciplinary Knowledge



	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 objects and life itself 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 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 history 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, religious beliefs.</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 and life now and in the past.</p>	<p>Know who was important in a simple historical recount and give reasons why.</p> <p>Know why there are 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>



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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. Know that some things happened within living memory but that many things happened beyond this. Know that term 'past' means something has already happened. Know that the term 'present' means today/the now.</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). Know chronologically secure, clear narratives relevant to the period studied. Know the connections between local and regional history and between cultural, economic, military, political, religious and social history. 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) Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history. 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) Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history. 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) Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history. Know the connections between short-term and long-term timescales.</p>
Historical Enquiry	<p>Know that asking questions helps us to find out more about people. 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. Know that asking questions about people and artefacts helps us to know and remember more. Know the difference between fact and fiction. 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 from different sources of information. Know that asking about artefacts helps us to find out more. Know that listening to recounts helps us to find out more about people's experiences. Know that there are sometimes different versions of the same event Know that people might see the past in different ways. 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. Know that sources can be used to providers answers to questions posed. Know that there are different versions of the past. 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. Know how to select and combine information from different sources to create a fuller picture of an event or person. Know that aspects of the past have been represented and interpreted in different ways. 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. Know that sources can be useful for particular tasks and should be evaluated for this. Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. 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 Know that evaluating the usefulness and accuracy of a source is important. Know that some accounts are biased and may miss out key facts. Know and begin to analyse, why there are different historical interpretations of events, people and changes. Know that interpretations of history may be inaccurate and should be analysed and evaluated.</p>



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