

Walkeringham Primary School History Disciplinary Knowledge Progression



Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding <i>How historians secure a timeline of the past and coherent narratives across time.</i>							
Begin to talk about simple memories	Talk about memories	Describe their memories	Describe memories of key events in their lives	Begin to describe historical events	Describe key historical events	Begin to understand and describe the main changes within a period of history	Understand and describe the main changes within a period of history
	Show an understanding of familiar events and how they occur in a particular order	Order familiar events from earlier to latest on simple timelines	Order dates from earlier to latest on simple timelines	Order events, artefacts or historical figures on a timeline using dates and BC	Order events, artefacts or historical figures on a timeline using dates, BC and AD	Order significant events, movements and dates using BC/AD and CE/BCE on a timeline	Order significant events, movements and dates accurately on a timeline using BC/AD and CE/BCE
	Begin to use some simple common words relating to the passing of time (ago, new, old, past, same, different)	Begin to use simple common words and phrases relating to the passing of time	Use simple common words and phrases relating to the passing of time (recent, chronological,	Use a small range of common words and phrases relating to the passing of time	Use a range of common words and phrases relating to the passing of time (BC, AD, era)	Begin to accurately use words and phrases relating to the passing of time	Accurately use words and phrases relating to the passing of time

		(today, now, tomorrow, yesterday, before, weeks, year, future)	sequence, earlier, later, similar, different)	(BC, period)		(Common Era CE, Before the Common Era BCE, AD, BC)	(Common Era CE, Before the Common Era BCE, AD, BC)
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Historical Enquiry

How historians use sources to make claims about the past.

Use their own experiences and storytelling to discuss past events	Use pictures, photographs and artefacts to discuss recent past events	After discussion, use simple evidence to find out about the past	Use simple evidence to find out about the past	Use a small range of sources to find out about the past	Use a wider range of sources to find out about the past	Begin to understand when they are using primary and secondary sources	Understand when they are using primary and secondary sources
	Ask questions about recent past events	After discussion, ask simple questions about the past	After discussion, ask questions about the past	Ask their own questions about the past	Ask their own relevant questions about the past	With support, ask historically valid questions	Ask historically valid questions
	Answer simple questions about recent past events	Answer simple questions about the past	Answer simple questions about the past using simple observations of evidence	Answer questions about the past beginning to select relevant information	Answer questions about the past carefully selecting relevant information	Answer historically valid questions about the past confidently selecting relevant information	Answer historically valid questions with informed responses supported by relevant information

Historical Interpretation

How and why historical interpretations are different.

Show some understanding of the recent past	Understand simple information about the recent past	Understand that there are sometimes multiple versions of an event	Begin to compare two versions of an event	Compare two versions of an event identifying the differences	Compare multiple versions of an event identifying the differences	Begin to compare a range of evidence giving simple reasons for different	Compare a range of evidence giving reasons for different
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						interpretations of an event	interpretations of an event
Experience a range of stories	Experience a wide range of stories	Use differing stories and accounts to find out about the past	Begin to use stories or accounts to distinguish between fact and fiction	Begin to explain some reasons why historical accounts may differ	Explain why historical accounts may differ	With support, consider the reliability of primary and secondary evidence	Consider the reliability of primary and secondary evidence
Change and Continuity							
<i>How historians make judgments about the extent of similarity and difference over time.</i>							
Show some understanding of simple similarities and differences	Talk about similarities and differences	Begin to recognise some similarities and differences between the past and the present	Recognise some similarities and differences between the past and the present	With support, compare the lives of people in the time studied with our life today	Compare the lives of people in the time studied with our life today	Compare the lives of people in the times studied and begin to use evidence to compare with our life today	Compare the lives of people in the times studied and use evidence to compare with our life today
		Begin to identify similarities and differences between ways of life in different periods	Identify similarities and differences between ways of life in different periods	Begin to describe similarities and differences between people, events and artefacts studied	Describe similarities and differences between people, events and artefacts studied	Explain similarities, differences and after discussion trends over time	Explain similarities, differences and trends over time
		After discussion, describe significant individuals and events from the past	Describe significant individuals and events from the past	Begin to explain how people and events in the past have influenced life today	Explain how people and events in the past have influenced life today	With support, examine the causes and result of events and significant individuals overtime	Examine the causes and result of events and significant individuals overtime

Historical Vocabulary

Historical vocabulary used throughout each unit.

New, old, family	Ago, family tree, new, old, past, same, different	Today, now, hours, tomorrow, yesterday, then, after, before, weeks, present, year, decade, century, past, long ago, ancient, modern, date, order, investigate, timeline, explain	Timeline, chronological order, sequence, recent, History, earlier, later, decade, century, source, question, newspaper, website, internet, research, artefact, similar, different	BC, AD, timeline, period, thousands of years, primary source, secondary source, opinion, theme, similarities, differences, evidence, archaeologist, excavation	<i>Consolidation of BD and AD, consolidation of primary source and secondary source, time, difference, era, change, compare, reliable, continuity, first hand evidence, second hand evidence</i>	Consolidation of timeline to include Common Era CE and Before the Common Era BCE, reliability, cause, consequence, similarity, democracy, impact, bias	Consolidation of timeline to include Common Era CE, Before the Common Era BCE, Difference and significance, bias, propaganda, interpretation, evaluate
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The Impact of History: End Points

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A Nursery child working at the expected standard is beginning to talk about the recent past. They will be able to identify some simple similarities and differences in daily life and will show interest in stories read in class.</p>	<p>A Reception child working at the expected standard can talk about the lives of people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>A Year 1 child working at the expected standard understands that the world has changed throughout time and can compare the present to the lives of people in the past. They will know some similarities and differences between the past and the present. They can recognise some reasons why things have changed and will be able to look at simple sources of information.</p>	<p>A Year 2 child working at the expected standard understands that past events can be placed in order on a timeline. They understand that life was very different in the past to how it is now. They use sources of information to help them understand what happened in the past.</p>	<p>A Year 3 child working at the expected standard can understand the concept of Before Christ (BC) and After Christ (AD) and can place events that happened BC on a timeline. They use artefacts to help them discover facts about the past and can compare their lives with different eras. They know that different sources are used to learn about the past.</p>	<p>A Year 4 child working at the expected standard has an understanding of chronology in different times. They can place events that happened in BC and AD on a timeline. They understand the influence the past has had on our lives today. They can explain how people lived during certain times in the past and why things changed.</p>	<p>A Year 5 child working at the expected standard has a strong understanding of chronology in different times and can order events on a timeline correctly. They understand how people lived during different periods of history and can compare using evidence from different sources. They will be beginning to understand when they are using a primary or secondary source. They can describe the impact of events on life today and decide which sources are more accurate and reliable.</p>	<p>A Year 6 child working at the expected standard can confidently place events in chronological order, recognising the time in which an event or era took place, compared to the time they are currently in. They can confidently recall and describe the impact that events in history have had on life today. They can identify and evaluate considering different interpretations of sources.</p>

