



St John the Evangelist Catholic Academy – History Disciplinary Knowledge Progression:



	<p>KS1 History Coverage Pupils should be taught an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life within different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>		<p>KS2 History Coverage Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should know connections, contrasts, and trends over time and use historical terms accurately to discuss time periods. KS2 pupils should be able to make comparisons within and across time periods, discussing similarities and differences accordingly</p>				
EYFS	Birth - 3		3-4 (Nursery)	4-5 (Reception)	ELG		
	<p>Understanding The World (People, Culture and Communities)</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. 		<p>Understanding The World (Past and Present)</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<p>Understanding The World (People, Cultures and Communities)</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>Understanding The World (Past and Present)</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
Disciplinary knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Chronology and concurrence	To label timelines with words such as:	To place events, artefacts and	To place ages in order of time and understand	To use dates accurately in describing	To place events, artefacts and historical	To use dates and terms accurately in describing events.	Pupils should extend and deepen their

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	<p>past, present, older and newer.</p> <p>To recount changes that have occurred in my own life.</p> <p>To place events and some artefacts on a timeline.</p> <p>To know that history can be split into living memory and beyond living memory</p> <p>To identify some periods, events and people studied and if they are in living memory or beyond living memory</p> <p>To place up to 3 to 4 events, objects, people or processes on a timeline for within living memory</p>	<p>people on a timeline.</p> <p>To begin to use some dates where appropriate.</p> <p>To place events, artefacts and historical figures on a timeline.</p>	<p>the meaning of their names.</p> <p>To place artefacts within their correct age.</p> <p>To use BCE.</p> <p>To place events, artefacts and people on a timeline.</p> <p>To begin to use some dates where appropriate.</p> <p>To start to identify that History is split into periods and identify main periods linked to learning</p> <p>To start to understand where the period studied fits into a larger chronological overview</p> <p>To understand that during this time there were civilisations across the world.</p>	<p>events and people.</p> <p>To use dates accurately in describing events and people.</p> <p>To place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p> <p>To understand where the period studied fits into a larger chronological overview</p> <p>To understand that during this time there were civilisations across the world.</p>	<p>figures on a timeline using dates.</p> <p>To use BCE and CE</p> <p>To use dates and terms accurately in describing events and people.</p> <p>To explain where the period studied fits into a larger chronological overview</p> <p>To know that during this time there were civilisations across the world.</p>	<p>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>To construct and compare more complex timelines for the period studied and reference to local history and concurrent periods using, where appropriate, their own scale and duration and marking with more complex dates.</p> <p>To justify their use of scale and duration on their timelines</p> <p>To be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted</p> <p>To know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used and</p>	<p>chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.</p>
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						choose which to use in their timelines	
<i>Evidence and interpretation</i>	<p>To observe or handle some evidence to ask questions about the past.</p> <p>To ask questions and answer some simple historical questions</p>	<p>To observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>To begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>To observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>To explain how we find prehistoric evidence.</p> <p>To observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>To use sources of evidence to formulate questions and to start to use sources of evidence to support answering historical questions.</p>	<p>To use sources of evidence to deduce information about the Romans.</p> <p>To discuss whether the evidence is reliable and explain why.</p> <p>To use sources of evidence to deduce information about the Egyptians.</p> <p>To suggest more than one suitable source for historical enquiry. To begin to discuss the reliability of sources.</p>	<p>To suggest suitable sources for historical enquiry.</p> <p>To begin to discuss the reliability of sources.</p> <p>To use sources of evidence to deduce information about the past.</p> <p>To use sources of information to form testable hypotheses about the past.</p>	<p>To analyse a wide range of evidence in order to justify claims about the past.</p> <p>To explain that no single source of evidence gives the full answer to questions about the past.</p> <p>To refine lines of enquiry as appropriate.</p> <p>To use sources of information to form conclusions about the past.</p> <p>To be aware that different evidence will lead to different conclusions and understand that when making interpretations</p> <p>To use different sources of evidence to formulate historical valid questions linked to one or more of the disciplinary concepts (cause and consequence, change</p>	<p>make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p> <p>Source analysis to determine whether John should get the title 'Bad King John' A series of detailed investigations. Beckett and Henry, Bad King John and Magna Carta.</p> <p>A focus on a variety of sources on a topic and children would be expected to use the skills they have developed in previous years to say whether or not a source is reliable.</p>

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						and continuity, significance, similarity and difference) as well as challenge historical viewpoints with questioning	What makes a primary and secondary source as well as different varieties of sources.
<i>Cause and Consequence</i>	<p>To look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?" To begin to explain why monarchs built castles and what the consequences of these actions were. To be able to, , suggest at least one positive and negative consequence of an event To discuss causes that lead to toys changing. To be able to, , suggest at least one positive and negative consequence of an event</p>	<p>To recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. To recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. To explain the causes of the Great Fire of London and what the consequences were</p>	<p>To suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. To recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. To identify the lasting legacy of certain periods of History have on society today</p>	<p>To describe causes of invasion in Britain and what the consequences were To suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Tudors ruled.</p>	<p>To suggest causes and consequences of some of the main events and changes during the Anglo-Saxon period and use evidence to support my answers. To describe causes of events and their consequences in Ancient Maya.</p>	<p>To describe some of the causes and consequences of World War 2. To evaluate how a period/event has impacted Britain or another history both in the short and long term using one or more areas of historical focus (cultural, economic, military, political, religious and social history)</p>	<p>A detailed study of medieval England, topics include: England in the 1060's. competing contenders and the Battle of Hastings. The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' castle building, harrying of the north, Hereward, Feudalism, Domesday. The life and times of Edward the confessor, the succession crisis,</p>

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							Williams's consolidation of power.
<i>Change and Continuity</i>	<p>To say which toys have stayed the same and which toys have changed over time.</p> <p>To describe changes and historical events.</p> <p>To be able to, , suggest at least one change that has happened as a result of an event</p> <p>To be able to identify, , at least one way that something has stayed the same (continuity) and changed within living memory</p> <p>To be able to, , suggest at least one change that has happened as a result of an event</p> <p>To be able to identify, , at least one way that something has stayed the same</p>	<p>To describe changes and the historical events they led to.</p> <p>To describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>To begin to explain the concept of change over a long period of history.</p> <p>To describe changes and the historical events they led to.</p> <p>To be able to identify ways that something has stayed the same and changed within the period studied and start to identify why things change or stay the same.</p>	<p>To identify periods of rapid change in history.</p> <p>To explain what changed and what continued over time when the Romans became prominent.</p> <p>To identify periods of rapid change in history.</p> <p>To explain what changed and what continued over time during and after the Ancient Egyptians.</p> <p>To explain the concept of change over time, when the Tudors ruled in Britain and represent this with evidence.</p>	<p>To explain the concept of change over time and represent this with evidence.</p> <p>To identify periods of rapid change in history.</p> <p>To explain the concepts of continuity and change over time.</p>	<p>To identify changes in crime and punishment.</p> <p>To analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>To use appropriate historical vocabulary to communicate change and continuity.</p> <p>To identify periods of rapid change in history and contrast them with times of relatively little change</p> <p>To identify and explain continuity and change across a larger chronological period that extends beyond periods studied.</p> <p>To identify and explain continuity and change across a larger chronological period that extends</p>	<p>Black Death and Peasants revolt. Medicine focus on how medicine has changed since the medieval era but would also look at how medieval medicine adopted and changed to deal with new diseases, such as the Black Death.</p> <p>War of the roses.</p> <p>Medieval crimes and how crime is different from today in the past. Medicine - what remedies are kept beyond the Black Death.</p>

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	(continuity) and changed within living memory					beyond periods studied.	
<i>Similarity and Difference</i>	<p>To compare toys using pictures from the past and present.</p> <p>To compare the similarities and differences between different castles.</p> <p>To talk about some similarities and differences between 'now' and 'the past' both within and beyond living memory</p> <p>To discuss ways of life in the past and how it is similar and different to their own</p>	<p>To use pictures, stories and film footage to find out about the past.</p> <p>To identify some of the different ways the past has been represented.</p> <p>To use artefacts and diary entries to compare similarities and differences.</p> <p>To identify some of the different ways the past has been represented.</p>	<p>To describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p>To use pictures, stories and film footage to find out about the past. To identify some of the different ways the past has been represented.</p> <p>To identify similarities and differences between certain aspects of the period covered.</p>	<p>To compare similarities and differences between Roman and Egyptian cultures.</p> <p>To describe the social, ethnic, cultural and religious diversity of the past.</p>	<p>To describe the social, ethnic, cultural and religious diversity of the past.</p> <p>To compare the similarities and differences between civilisations and cultures.</p>	<p>To compare the main changes in a period of history with the present day.</p> <p>To use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history</p> <p>To identify the short- and long-term causes of an event/period studied and understand how historians may interpret different causes as more important than others.</p>	<p>Compare crime today to the medieval times. How medieval crime is different from today and what impact the punishments they implemented had on them within society, whether they worked and whether there was a reduction in crime as a result of the punishments.</p> <p>Multiple source analysis comparing King John with other Kings of the period such as his brother, Richard I, and his father Henry II.</p>

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<p><i>Historical Significance</i></p>	<p>To name a significant toy from the past. To begin to talk about key events of a significant king/queen or castle. Know that some people have different views and ways they remember events</p>	<p>To describe significant people and events from the past and explain why they are important. To name a monarch.</p>	<p>To suggest suitable sources of evidence to find out about significant people/events To describe significant people and events from the past and explain why they are important. To use given sources of evidence and learning to interpret what that period was like. To understand how the Ancient Greeks have influenced the modern day.</p>	<p>To describe the social and cultural significance of a past society. To discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.</p>	<p>To discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion. To describe the social and cultural significance of a past society. To describe the characteristic features of the past, including ideas and beliefs.</p>	<p>To describe the social, ethnic, cultural or religious diversity of past society. To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. To explain how sources of evidence are more reliable than others and identify fact, opinion and bias and how this can change interpretations of the past To draw their own interpretations of a period/event/person and say why To examine evidence across history to look at how interpretations of history can change and say how and why they caused it to change</p>	<p>the development of Church, state and society in Medieval Britain 1066-1509 A detailed study of medieval England, topics include: England in the 1060's. competing contenders and the Battle of Hastings. The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' castle building, harrying of the north, Hereward, Feudalism, Domesday. The life and times of Edward the confessor, the succession crisis, Williams's consolidation of power.</p>
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							Identify significant events
Organisation and communication	Communicate their knowledge through - drama, discussion, drawing, making models, writing, using ICT.	Communicate their knowledge through - drama, discussion, drawing, making models, writing, using ICT.	Communicate their knowledge through: Discussion ... Drawing pictures... Drama/role play ... Making models... Writing... Using ICT...	Recall, select and organise historical information Communicate their knowledge and understanding.	Recall, select and organise historical information Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.	Use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and

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							interpretations of the past have been constructed.
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