

# Hazelbury Bryan Primary School

## History Disciplinary Knowledge Progression

### History progression across the school

To be achieved by:	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Similarities and differences</b>	Begin to describe similarities and differences between historical artefacts and pictures	Describe how their own life is different from past generations of their own family	Describe how their own lives are similar or different to children living in past times	Compare two periods of history identifying similarities and differences between them	Make connections between two periods of history to begin to develop historical perspective	Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective
<b>Vocabulary</b>	Use simple vocabulary to describe the passing of time e.g. now, before, after, then, long ago	Use further terms associated with the past e.g. year, decade and century	Use appropriate historical vocabulary to describe key features of a time	Begin to use abstract terms e.g. empire, civilisation, parliament, peasantry and heptarchy	Make appropriate use of historical terms in discussion and understand concepts e.g. local, regional, national, and international	Use in context and understand terms relating to different types of history e.g. culture, economic, military, political, religious and social
<b>Chronology</b>	Begin to order artefacts and pictures from significantly different time periods	Order events in a period of history studied and begin to recall the dates of important festivals or celebrations	Show developing understanding of chronology by beginning to realise that the past can be divided into different influenced change	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied	Independently place historical events or change on a timeline remembering key facts from a period of history studied	Create, from memory, a timeline from dates/eras showing knowledge of how to check for accuracy
<b>Significant individuals/Events</b>	Sequence the story of a significant historical figure	Use stories of famous historical figures to compare aspects of life in different times	Explain how a significant figure of a period influenced change	Explain how significant historical figures contributed to national and international achievements in a variety of eras	Describe a significant individual or movement has influenced the UK or wider world	Describe how their lives have been influenced by a significant individual or movement
<b>Local History</b>	Describe, in simple terms, the importance of a local place or landmark	Describe how people, places and events in their own locality have changed over time	Describe how national changes affected their locality	Describe the impact of international events e.g. war on the local area	Use a range of local history resources to describe how an event e.g. the Black Death affected a local town or village	Suggest and research information sources required to present an in-depth study of a local town or city
<b>Continuity and change</b>	Compare own life and interests now their babyhood e.g. clothes, toys, food, size, abilities recalling a significant memory from the past	Describe changes in the local area during their own lifetime and that of their parents and grandparents	Describe some of the main changes in Britain resulting from an event e.g. an invasion or war	Explain the impact of a significant historical figure on life in Britain	Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world	Provide reasons for and outcomes of the main events and changes in historical periods showing factual knowledge of aspects of Britain and the wider world
<b>Cause and consequence</b>	Describe in simple terms why a significant individual acted the way they did	Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result	Express an opinion on whether a person or event had a positive or negative impact on life in Britain	Explain that an event can have more than one cause	Explain why people acted as they did e.g. why Henry VIII married many times in order to produce an heir to the throne	Describe the negative or positive impact of a period of history on contemporary society
<b>Historical questions</b>	Ask and respond to simple questions about the past, using sources of information	Ask and answer questions about a range of historical sources	Suggest useful research questions	Ask and answer more complex questions through independent research	Follow independent lines of enquiry and make informed responses based on this	Independently investigate a complex historical research question
<b>Recording</b>	Retell a story or significant event from their own past	Show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings	Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people	Choose the best way to record a range of historical information giving reasons for their choice	Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations	Select, organise, summarise and present relevant information, from a wide range of sources in the most effective way for a given purpose

## Historical enquiry

Use simple source material e.g. photograph to answer questions about an event beyond living memory

Build a bigger picture of a historical period using a range of source material

Choose the most important source material for a task, showing awareness of a range of sources

Use a range of source materials to answer questions about the past which go beyond simple observations

Describe how different types of evidence tell us different things about the past e.g. royal portraits versus descriptions and understand why contrasting arguments and interpretations

Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history