



History

Disciplinary Knowledge Progression Map



Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgments about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses.

Historical Enquiry

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods.

In the overview shown below, we have chosen a selection of units which will offer well-sequenced progression and a clearly mapped-out narrative. These selected units provide a breadth, richness and interconnectedness of British and world history.

	Autumn	Spring	Summer
Year 1	Changes within living memory- Toys How have toys changed over time?	Local Study- Significant Place Woodside (linked to Geography unit) What are the differences between schools today and schools in the past? A study of the school and who it is named after	Significant individual- Christopher Columbus Who was Christopher Columbus and what did he do?
Year 2	Significant individual- Neil Armstrong (Connection to Christopher Columbus) Who was Neil Armstrong and what did he achieve?	Event Beyond Living Memory- Great Fire of London What caused the Great Fire of London and what were the consequences?	Local history- Significant local event- Opening of the iron bridge 1781 (Mini-unit) Why was the iron bridge built?
Year 3		Changes in Britain- Stone Age and Iron Age How did Britain change from the Stone Age to the Iron Age?	Depth study- earliest civilisations Egypt & an overview of where and when the first civilizations appeared. What were the achievements of the Ancient Egyptians?
Year 4	The Roman Empire and its Impact on Britain Local Study- Why did the Romans settle at Wroxeter? (Extended unit) Why did the Roman Empire invade Britain and what was its impact?	Non-European study- Mayans What was life like for the Mayans and how was it different to Roman Britain?	
Year 5	Britain's settlement by Anglo-Saxons, Scots Anglo-Saxon and Viking Conflict How did control of Britain change after the Romans left?		Local Study- A study of how area transformed over time from agricultural and industrial land to a residential area (Telford) How has our local area changed over time
Year 6		A study of British history that extends pupils' chronological knowledge beyond 1066- Life in Victorian Britain How much change did the Victorians bring?	Ancient Greek achievements and Greek influence What were the achievements of the Ancient Greeks and how have they influenced the western world?

Historical Enquiry

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	<p>To observe and use pictures, photographs and artefacts to find out about the past;</p> <p>To explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>To start to understand that there can be different versions of the same event from the past.</p> <p>To observe and use pictures, photographs and artefacts to find out about the past.</p> <p>To start to use stories or accounts to distinguish between fact and fiction.</p> <p>To explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>To look at two versions of the same event or story in history and identify differences.</p> <p>To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>To begin to understand some of the ways in which historians and others investigate the past.</p>	<p>To look at two versions of the same event or story in history and identify differences.</p> <p>To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>To begin to understand some of the ways in which historians and others investigate the past.</p>	<p>To find and analyse a wide range of evidence about the past.</p> <p>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>To consider different ways of checking the accuracy of interpretations of the past.</p> <p>To start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>To know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>To continue to develop their understanding of how historians and others investigate the past.</p>	<p>To show an awareness of the concept of propaganda.</p> <p>To find and analyse a wide range of evidence about the past.</p> <p>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>To consider different ways of checking the accuracy of interpretations of the past.</p> <p>To start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>To know that people in the past represent events or ideas in a way that may be to persuade others.</p>

						To continue to develop their understanding of how historians and others investigate the past.
Historical Investigations	<p>To observe or handle evidence to ask simple questions about the past.</p> <p>To observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>To sort some objects/artefacts into new and old and then and now.</p>	<p>To observe or handle evidence to ask simple questions about the past.</p> <p>To observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>To use evidence to explain the key features of events.</p> <p>To sort some objects/artefacts into new and old and then and now.</p>	<p>To use a range of primary and secondary sources to find out about the past.</p> <p>To construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>To gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>To regularly address and sometimes devise own questions to find answers about the past.</p> <p>To begin to undertake their own research.</p>	<p>To gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>To use a range of primary and secondary sources to find out about the past.</p> <p>To construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>To gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>To regularly address and sometimes devise</p>	<p>To recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>To select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>To investigate their own lines of enquiry by</p>	<p>To recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>To select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>To investigate their own lines of enquiry by</p>

				own questions to find answers about the past. To begin to undertake their own research.	posing historically valid questions to answer.	posing historically valid questions to answer.
Chronological Understanding	<p>To sequence artefacts and events that are close together in time.</p> <p>To sequence pictures from different periods.</p> <p>To describe memories and changes that have happened in their own lives.</p> <p>To use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>	<p>To sequence pictures from different periods.</p> <p>To sequence artefacts and events that are close together in time.</p> <p>To use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>	<p>To sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>To sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>To order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>To accurately use dates and terms to describe historical events.</p> <p>To understand how some historical events/periods occurred concurrently in different locations.</p>	<p>To order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>To accurately use dates and terms to describe historical events.</p> <p>To understand how some historical events/periods occurred concurrently in different locations.</p>
Knowledge and Understanding of Events and People in the Past	<p>To know and recount episodes from stories and significant events in history.</p> <p>To understand that there are reasons why people in the past acted as they did.</p> <p>To describe significant individuals from the past.</p>	<p>To know and recount episodes from stories and significant events in history.</p> <p>To understand that there are reasons why people in the past acted as they did.</p> <p>To describe significant individuals from the past.</p>	<p>To find out about the everyday lives of people in time studied compared with our life today.</p> <p>To explain how people and events in the past have influenced life today.</p> <p>To identify key features, aspects and</p>	<p>To find out about the everyday lives of people in time studied compared with our life today.</p> <p>To explain how people and events in the past have influenced life today.</p> <p>To identify key features, aspects and</p>	<p>To identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>To use appropriate historical terms, such as culture, religious, social, economic and political when describing the</p>	<p>To identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>To use appropriate historical terms, such as culture, religious, social, economic and political when describing the</p>

			<p>events of the time studied.</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>events of the time studied.</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>connections, contrasts and trends over time.</p> <p>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>connections, contrasts and trends over time.</p> <p>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
Presenting, Communicating and Organising	<p>To talk, write and draw about things from the past.</p> <p>To use historical vocabulary to retell simple stories about the past.</p>	<p>To talk, write and draw about things from the past.</p> <p>To use historical vocabulary to retell simple stories about the past.</p>	<p>To present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).</p> <p>To start to present ideas based on their own research about a studied period.</p>	<p>To present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).</p> <p>To start to present ideas based on their own research about a studied period</p>	<p>To present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.</p> <p>To plan and present a self-directed project or research about the studied period.</p>	<p>To present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.</p>
Substantive Concepts	<p>To start to show some basic understanding of substantive concepts.</p> <p>To talk and write about things from the past using some historical vocabulary.</p>	<p>To start to show some basic understanding of substantive concepts.</p> <p>To talk and write about things from the past using some historical vocabulary.</p>	<p>To build on prior knowledge to start to gain further understanding of substantive concepts.</p> <p>To understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>To build on prior knowledge to start to gain further understanding of substantive concepts.</p> <p>To understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>To continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>To start to recognise that some concepts, such as technology, will be different across different periods of history.</p>	<p>To continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>To start to recognise that some concepts, such as technology, will be different across different periods of history.</p>

					To continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.	
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Disciplinary Concepts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity and Change	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>Identify key things that stayed the same between periods.</p> <p>Identify key things that changed between periods.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time.</p> <p>Start to understand that there are times in history when change happens suddenly.</p>	<p>Identify key things that stayed the same between periods.</p> <p>Identify key things that changed between periods.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time.</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Explain why some periods in history may have had more changes and some may have had more continuity.</p>
Cause and Consequence	<p>Understand that a cause makes something happen and that historical events have causes.</p> <p>Understand that a consequence is something that happens</p>	<p>Understand that a cause makes something happen and that historical events have causes.</p> <p>Explain that historical events are caused by</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events</p>	<p>Understand that historical events have consequences that sometimes last long after the event is over.</p> <p>Understand that a cause is something directly linked to an</p>	<p>Understand that some causes may be more significant than others and that some causes are less significant.</p> <p>Begin to understand that historians may not</p>	<p>Examine in more detail the short and long term causes of an event being studied.</p> <p>Understand that one event can have multiple consequences that impact on many</p>

	<p>as a direct result of something else.</p>	<p>things that occurred before them.</p> <p>Understand that a consequence is something that happens as a result of something else.</p>	<p>create changes that have consequences.</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p>	<p>event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p>	<p>agree on the main causes of an event.</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p>	<p>countries and civilisations.</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p>Address and devise historical questions about cause and consequence.</p>
<p>Similarities and Differences</p>	<p>Identify that some things within living memory are similar and some things are different.</p> <p>Recognise some similarities and differences between the past and the present.</p> <p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p>	<p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p> <p>Identify that some things within living memory are similar and some things are different.</p> <p>Recognise some similarities and differences between the past and the present.</p> <p>Identify some similarities and</p>	<p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>Identify and give some examples of how life was similar in the past.</p>	<p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p> <p>Identify and give some examples of how life was similar in the past.</p>	<p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p>	<p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p>

		differences between ways of life in different periods.				
Historical Significance	<p>Explain reasons why someone might be significant.</p> <p>Talk about why the event or person was important and what changed/happened.</p>	<p>Explain reasons why someone might be significant.</p> <p>Talk about why the event or person was important and what changed/happened.</p>	<p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>Understand that what we consider to be significant can change throughout different periods.</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p> <p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</p>	<p>Understand that what we consider to be significant can change throughout different periods.</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p> <p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</p>

Answering the Enquiry Question- What the Children Will Know at the End of the Unit

Progress in history is defined as knowing more and remembering more. The children will be able to connect knowledge across units of work but this will not necessarily be evident in final answer to the enquiry.

At the end of each step of the enquiry, the children will be clear about the knowledge acquired in that lesson or series of lessons. What have we learnt that will be useful when we come to our final answer? This helps the pupils to plan for their final answer.

Lesson summaries

<p>KS1</p> <p>A conversation</p> <ol style="list-style-type: none">1) What have we learnt today?2) What is most important for our enquiry question? <p>The teacher writes key words and phrases that the children <u>produces</u> as a reference point. The teacher may also turn ideas into a final sentence for children to read and rehearse chorally.</p> <p><i>*Note that there is a difference between what they did as an activity and what was learnt.</i></p>	<p>LKS2</p> <p>A conversation</p> <ol style="list-style-type: none">1) What have we learnt today?2) What is most important for our enquiry question? <p>The teacher writes key words and phrases that the children <u>produces</u> as a reference point. The teacher may also turn ideas into a final sentence for children to read and rehearse chorally.</p> <p><i>*Note that there is a difference between what they did as an activity and what was learnt.</i></p> <p>This can be extended towards the children producing a series of sentences using a scaffold.</p>	<p>UKS2</p> <p>At this stage, pupils will be well versed at producing bullet points or a paragraph, with a maximum permissible length, summarising information and drawing out the key concepts.</p>
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Answering the Final Enquiry (Outcome)