



## Progression of Disciplinary Knowledge

(Historical Skills/ Working like a Historian)

	Historical Significance	Causation	Change & Continuity	Similarity & Difference	Historical Evidence & Interpretation	Chronology
		My actions can make something happen (e.g. pull a chair).	We can describe changes in the world around us (e.g. seasons).	Consider how my life is different and similar to others' in my class.	Use historical photographs of our local area.	Give my age as a number of years.
Y1	Aut-Recognise the significance of people, events or developments in shaping my family history.	Spr- Understand that events or situations or have <b>causes</b> ; that one thing can affect another.	Sum-Recognise that the world has <b>changed</b> , and that it has not always been as it is now.		Aut-Recognise that historians learn about the past by using <b>sources</b> .	Use vocabulary like now, before now, a long time before now, past and present to describe time periods. State whether a source shows life in the past or life in the present. State whether a source shows life in a more or less recent time than another. Represent historical periods using arrows on a blank timeline, to begin to understand the scale of human history
Y2	Spr-Recognise that people, events or developments were significant because of the scale of the <b>change</b> they caused.		Aut-Identify the specific developments and changes between <b>one period of history</b> and today.	Sum-Recognise that <b>individuals</b> within the same historical period will have similar and different experiences.	Spr-Use sources to make <b>inferences</b> about the past.  Aut-Recognise different <b>types of source (primary and secondary)</b>	Place a small selection of sources in order, from most to least recent.
Y3	Sum-Recognise that people, events or developments were significant because of <b>the scale, pace</b> and <b>duration of change</b> they caused.	Spr-Understand that events can have <b>many causes</b> , and that these may be <b>related</b> .		Aut-Identify similarities and differences between the experiences in <b>one historical period</b> and those today.	Spr- <b>Cross reference</b> primary and secondary sources to build confidence in understanding.  Aut- Use terms like AD and BC.  Sum-Use vocabulary like decade, century and millennium.	Use vocabulary like decade and century.



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Y4	<p>Sum- Identify <b>how</b> an individual or landmark has been significant.</p> <p>Spr- Recognise that events are significant by what they can <b>reveal</b> about the past.</p>			<p>Aut- Identify similarities and differences between the experiences in <b>two historical periods</b>.</p>	<p>Sum- Consider the <b>author, audience</b> and <b>purpose</b> of a source, and how this may affect its usefulness.</p> <p>Aut- Understand 1500 = 16<sup>th</sup> century.</p> <p>Spr- Recognise that maps and boundaries have changed over time.</p>	<p>Describe historical periods using dates (AD only) and as a given number of years ago. Place dates (AD only) on a timeline.</p> <p>Use vocabulary like decade, century and millennium. Convert between a year and a century.</p>
Y5		<p>Spr- <b>Classify</b> causes (e.g. economic, physical, institutional; hard or soft lever) and assign <b>relative importance</b> to each.</p>	<p>Aut- Recognise that change is dynamic, and its <b>extent</b> and <b>pace</b> can vary.</p> <p>Sum-Recognise that change and continuity affect each other.</p>		<p>Spr- Consider the <b>context</b> (as well as the author, audience and purpose) of a source, and how this may affect its usefulness.</p> <p>Sum-Use vocabulary like decade, century and millennium.</p>	<p>Recognise and use AD/BC and CE/BCE accurately</p>
Y6		<p>Spr-Identify long-term causes (<b>conditions</b>) and short-term causes (<b>triggers</b>).</p>	<p>Sum- Recognise that change and continuity are not a single process, <b>and do not always follow one trajectory</b>.</p>		<p>Aut- Understand the value that <b>archaeology</b> can bring to history.</p> <p>Spr- Recognise that history is a series of <b>interpretations</b>, and we can use these to infer more about the past.</p>	
KS3	<p>Historical significance is not fixed or ascribed, but is a social and cultural process that historians need to be mindful of.</p>	<p>Understanding the historiography of causation; historians' arguments are always informed by the time and place in which they live(d).</p>	<p>Consider the nature, pace and extent of change over time, and how interpretations of these changes have also changed!</p>	<p>Make decisions about when and how it is appropriate to generalise or group individuals</p>	<p>Evaluate the usefulness of sources, recognising bias and intentions, and understanding their limitations.</p> <p>Analysing a wide range of sources in increasingly creative ways.</p>	<p>Describe historical periods or events using any date, and millions of years ago</p>