



Meare Village Primary School

History Disciplinary Skills & Knowledge Progression Yr R-6

Disciplinary Concept	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Chronological understanding	<p>ELG Begin to make sense of their own life-story and family history.</p> <p>Timelines Make a timeline of my life so far Comment on images of familiar situations in the past.</p> <p>Vocabulary Begin to develop an awareness of the past using phrases from the EYFS historical vocabulary list.</p>	<p>Understands that time only moves forwards and we cannot go back in time. Understand the concept of past and present and consider the past in living memory of parents, grandparents and great grandparents.</p> <p>Timelines Use a timeline to place important events</p> <p>Vocabulary: Develop an awareness of the past, using common phrases relating to the passing of time using Tier 2 & 3 KS1 vocabulary list. Use a wide vocabulary of everyday historical terms during class talk.</p>	<p>Recount changes in my life over time</p> <p>Timelines Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events.</p> <p>Vocabulary: Develop an awareness of the past, using common phrases relating to the passing of time using Tier 2 & 3 KS1 vocabulary list.</p>	<p>Timelines Understand the concept of prehistory in terms of a vast period of time before written records were kept (history). Use a timeline to place historical events in chronological order.</p> <p>Vocabulary Deepen an historical awareness using the KS2 vocabulary list. Use a wide vocabulary of historical terms in class discussion and written accounts.</p>	<p>Timelines Understands and uses BCE/CE and BC/AD to refer to time periods and events in the past. Begins to understand the concept of periods of time in decades, centuries, hundreds and thousands of years. Use a timeline to place historical events in chronological order on a timeline.</p> <p>Vocabulary Deepen an historical awareness using the KS2 Tier 2&3 vocabulary list. Use a wide vocabulary of historical terms in class discussion and written accounts.</p>	<p>Timelines Can confidently sequence time periods studies up to the present on a scaled timeline both in British history and those studied worldwide.</p> <p>Vocabulary Deepen an historical awareness using the KS2 Tier 2 & 3 vocabulary list. Use a wide vocabulary of historical terms in class discussion and written accounts. Use dates and historical terms to describe historical events with increasing accuracy.</p>	<p>Timelines Can accurately place time periods and events on a timeline and understand that different civilizations lived simultaneously in different parts of the world.</p> <p>Vocabulary: Deploy an historically grounded understanding of substantive concepts terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Deepen ability to use a range of historic terms in discussion and writing using the KS2 Tier 2 & 3 vocabulary list.</p>
Organisation and Communication	<p>Writing Label pictures of historic people/places.</p>	<p>Sort events or objects into groups (i.e then and now) Tell stories about the past Talk, write and draw about things from the past</p>	<p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay and ICT. Describe objects, people or events in history.</p>	<p>Communicate ideas about the past using different genres of writing, orally, drawing, diagrams, data-handling, drama role-play, storytelling and ICT</p>	<p>Communicate ideas about the past using different genres of writing, orally, drawing, diagrams, data-handling, drama role-play, storytelling and ICT.</p>	<p>Communicate ideas about the past using different genres of writing, orally, drawing, diagrams, data-handling, drama role-play, storytelling and ICT. Plan and present a project about the studied period.</p>	<p>Communicate ideas about the past using different genres of writing, orally, drawing, diagrams, data-handling, drama role-play, storytelling and ICT. Plan and present a self-directed project about the studied period.</p>
Historical Enquiry & Interpretation Sources	<p>Explore artefacts and ask simple questions about them.</p> <p>Understand the past through setting, characters and events encountered in books in class and storytelling.</p> <p>Compare the characters from shared stories.</p>	<p>Identify items from the past , mostly within living memory - talk about what they mean and recognise these as artefacts. E.g grandparent's medals, black and white photographs. Explore events, look at pictures and ask questions, for instance 'which things are old and which things are new'. Try to answer the questions. Look at books, videos, photographs, pictures and artefacts to find out about</p>	<p>Understand that primary sources were writings or artefacts created at the time of the event or period studies. Ask historically valid questions of artefacts. Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Understand the difference between primary and secondary sources and use both increasingly independently to discern information about the past. Use documents, printed sources (e.g archive materials) the internet, pictures, photographs, music, artefacts, historic buildings as evidence about the past. Ask historically valid questions of artefacts. Explore the idea that there are different accounts of</p>	<p>Use documents, printed sources (e.g archive materials) the internet, pictures, photographs, music, artefacts, historic buildings as evidence about the past. Begin to understand that there can be more than one interpretation of the past and ask historically valid questions about the origin and purpose of sources and artefacts. Know that people in the past represent ideas in a way that</p>	<p>Use documents, printed sources (e.g archive materials) the internet, pictures, photographs, music, artefacts, historic buildings as evidence about the past. Question the reliability of sources and ask what can be learned from a source, even if it is untrustworthy. Give reasons why there may be different accounts of history Evaluate evidence to choose and use the most reliable</p>	<p>Use documents, printed sources (e.g archive materials) the internet, pictures, photographs, music, artefacts, historic buildings and museums as evidence about the past. Choose reliable sources of evidence to answer questions. More developed understanding of bias and propaganda and why a source may have been written in such a way and what it tells us about the past.</p>

		the past.		history.	persuades others.		
Significance	Talk about an important person in their family.	Understand the difference between an event that is important to them and an event or person that is significant in our shared history. Talk about an important person, place or event in Meare's/Somerset's local history - within living memory - famous local person who is still alive.	Describe how we remember an important event or person and why they were significant.	Understand that significance is related to wider impact on national and international society and can give examples.	Can begin to link significant events in national history and international history to their impact on a local scale.	Can start to make their own judgements about the varying significance of individuals and events using the evidence available.	Understand how the same event in history impacts different people groups in different ways and how life is different today because of the actions of key individuals in the past.
Similarity and Difference	Give examples of things that were different when their grandparents were children.	Understand the meanings of the words similar and different and identify an example in their life and the childhood of their grandparents. Talk about similarities and differences between things in the past and now. (i.e toys, homes, transport)	Identify generalisations about a studied time period and how that is different today.	Identify several key similarities and differences between the lives of those studied and life today.	Can identify similarities and differences between periods studied.	Able to identify key similarities and differences in the lives of two significant individuals from history in more abstract terms i.e how they overcame challenges?	Can identify specific similarities and differences between civilizations with reference to evidence.
Continuity and Change	Talk about how they have changed since they were a baby.	Understand that some things were the same in living memory and some things have changed. Talk about something that has changed in living memory by asking the older people that I know.	Describe what changed in history because of a significant event and how the change continued or otherwise into modern times.	Understand how elements of human life have stayed the same between today and a period in the past, as well as those features that have changed.	Understand the historical concept of 'continuity' as things that have remained the same over long periods of time and 'change' as the differences between one period of time and another, and can give examples.	Can discuss continuity and change between two recent periods studied.	Can understand and analyse as an historian the continuity and change related to one or more themes throughout 10,000 years of human history e.g technology, housing, politics, society, empire, power.
Cause & Consequence	Talk about why they have changed since they were a baby.	Explain why a person acted the way that they did in the past.	Understand the term 'cause' and 'consequence' and can explain a simple cause and consequence of a significant event.	Begins to understand that some causes of events or change are influenced by humans and others are uncontrollable such as natural disasters, but both have consequences.	Able to identify several causes of a significant event and subsequent consequences.	Explains the consequences of an event in both short and long term effects.	Analyse how historical events studied affect/influence life today. Research the events that led to a particular event and ask what if questions