



# Launton Church of England Primary School

## History disciplinary knowledge progression



End of EYFS	Nursery <ul style="list-style-type: none"><li>• Begin to make sense of their own life story and their family history. Can order photographs of themselves from when they were a baby to now.</li><li>• Can distinguish between old and new.</li></ul>		Reception <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories including figures from the past.</li><li>• Compare and contrast old and new toys.</li></ul>	
Threshold concepts	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
KS1 Milestone 1	Observe and handle evidence to ask questions and find answers to questions about the past.	Describe historical events.	Place events and artefacts in order on a timeline.	Use words and phrases such as: <ul style="list-style-type: none"><li>• a long time ago</li><li>• recently</li></ul>
Year 1 Basic	Ask questions such as: What was it like for people? What happened? How long ago?	Describe significant people from the past.	Label timelines with words or phrases such as: past, present, older and newer.	<ul style="list-style-type: none"><li>• when my parents/carers were children</li><li>• years, decades and centuries to describe the passing of time.</li></ul>
Year 2 Advancing/ Deep	Identify some of the different ways the past has been represented.	Recognise that there are reasons why people in the past acted as they did.	Use dates where appropriate.	Show an understanding of concepts such as: <ul style="list-style-type: none"><li>• nation</li><li>• civilisation</li><li>• monarchy</li><li>• parliament</li><li>• democracy</li><li>• war and peace</li><li>•</li></ul>
			Recount changes that have occurred in their own lives.	

<b>LKS2 Milestone 2</b>  <b>Year 3 Basic</b>  <b>Year 4 Advancing/ Deep</b>	Use evidence to ask questions and find answers to questions about the past.	Describe changes that have happened in the locality of the school throughout history.	Place events, artefacts and historical figures on a timeline using dates.	Use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology</li> </ul> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
	Suggest suitable sources of evidence for historical enquiries.	Give a broad overview of life in Britain: from ancient to medieval times.	Understand the concept of change over time, representing this, along with evidence, on a timeline.	
	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Compare some of the times studied with those of other areas of interest around the world.	Use dates and terms to describe events.	
	Describe different accounts of a historical event, explaining some of the reasons why the account might differ.  Suggest causes and consequences of some of the main events and changes in history,	Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		
<b>UKS2 Milestone 3</b>  <b>Year 5 Basic</b>  <b>Year 6 Advancing/ Deep</b>	Use sources of evidence to deduce information about the past.	Identify continuity and change in the history of the locality of the school.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Use appropriate historical vocabulary to communicate including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy</li> </ul> Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
	Select suitable sources of evidence, giving reasons for choices.	Give a broad overview of life in Britain and some major events from the rest of the world.	Identify periods of rapid change in history and contrast them with times of relatively little change.	
	Use sources of information to form testable hypotheses about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past.	Compare some of the times studied with those of other areas of interest around the world.  Describe the social, ethnic, cultural or religious diversity of past society.	Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.	
	Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Use dates and terms accurately in describing events.	

	<p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>			<p>Use original ways to present information and ideas.</p>
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