

History - Progression of Knowledge & Skills

Pearl Class (EYFS)			
		Peek into the Past	Adventure through time
To know that they started life as a baby but have since grown and changed.	Chronological awareness	✓Activity 1: Can you guess who? ✓Activity 3: My life timeline ✓Activity 4: Toy box	
To know that someone's age is the time since they were born.		✓Activity 3: My life timeline	
To know that some people are older than others.			✓Activity 1: Family tree
To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations)			✓Activity 1: Family tree
To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).		✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 3: My life timeline ✓Activity 4: Toy box ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Beginning to sequence events when describing them (e.g. daily routines, events in a story)			
Recognising that some stories are set a long time ago.			✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Recognising significant dates for them (birthday).		✓Activity 3: My life timeline	
Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")		✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 3: My life timeline ✓Activity 4: Toy box ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Recounting activities that happened in their past using photos as a prompt.		✓Activity 1: Can you guess who?	
To know that the environment around us changes as time passes.	Disciplinary concepts: Change and continuity	✓Suggested Topic link	✓Activity 4: Picture detective
N/A	Disciplinary concepts: Cause and consequence		
N/A	Disciplinary concepts:		

History - Progression of Knowledge & Skills

	Similarities and differences		
To know the names of people that are significant to their own lives.	Disciplinary concepts: Historical significance		✓Activity 2: My achievements
To know that stories and books can tell us about the past.	Disciplinary concepts: Sources of evidence		✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
To begin to know that some photographs and drawings represent the past.	Disciplinary concepts: Historical interpretations	✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Being aware of changes that happen throughout the year (e.g. seasons, nature).	Disciplinary concepts: Change and continuity	✓Activity 3: My life timeline	
Experiencing cause and effect in play.	Disciplinary concepts: Cause and consequence	This statement is achieved in our continuous provision by providing play equipment which demonstrates cause and effect: toy cars, equipment with buttons, musical instruments etc.	
Beginning to recognise similarities and differences between the past and today.	Disciplinary concepts: Similarities and differences	✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 3: My life timeline ✓Activity 4: Toy box ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Using photographs and stories to compare the past with the present day.		✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference	✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Recalling special people in their own lives.	Disciplinary concepts: Historical significance		✓Activity 2: My achievements
Using stories and non-fiction books to find out about life in the past.	Disciplinary concepts: Sources of evidence		✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time

History - Progression of Knowledge & Skills

Recognising that different members of the class may notice different things in photographs from the past.	Disciplinary concepts: Historical interpretations	<ul style="list-style-type: none"> ✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference 	
Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Historical enquiry: Posing historical questions	<ul style="list-style-type: none"> ✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference 	<ul style="list-style-type: none"> ✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Making simple observations about the past from photographs and images.	Historical enquiry: Gathering, organising and evaluating evidence	<ul style="list-style-type: none"> ✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference 	<ul style="list-style-type: none"> ✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Deciding whether photographs or images (e.g. from stories) depict the past.	Historical enquiry: Evaluating and drawing conclusions	<ul style="list-style-type: none"> ✓Activity 2: Past and present ✓Activity 5: Spot the difference 	<ul style="list-style-type: none"> ✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
Communicating findings by pointing to images and using simple language to explain their thoughts.	Historical enquiry: Communicating findings	<ul style="list-style-type: none"> ✓Activity 2: Past and present ✓Activity 5: Spot the difference 	<ul style="list-style-type: none"> ✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time
To know that in fairytales kings/queens are usually important, powerful people who rule over others.	Substantive concepts: Achievements and follies of mankind		<ul style="list-style-type: none"> ✓Activity 3: Treasure box
To recognise some interests and achievements from their own lives and the lives of their families and friends.			<ul style="list-style-type: none"> ✓Activity 2: My achievements

History - Progression of Knowledge & Skills

Ruby Class (Year 1 & 2)								
		Cycle A			Cycle B			
		Term 2	Term 4	Term 6	Term 2	Term 4	Term 6	
		How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?	
To know that a timeline shows the order events in the past happened	Chronological awareness	✓	✓	✓	✓	✓	✓	
To know that we start by looking at 'now' on a timeline then look back		✓	✓	✓	✓	✓	✓	✓
To know that 'the past' is events that have already happened		✓	✓	✓	✓	✓	✓	✓
To know that 'the present' is time happening now		✓	✓	✓	✓	✓	✓	✓
To know that within living memory is 100 years		✓	✓	✓	✓	✓	✓	✓
To know a decade is ten years						✓	✓	✓
To know that beyond living memory is more than 100 years ago				✓		✓	✓	✓
To know that events in history may last different amounts of time								✓
Sequencing up to four artefacts on a timeline			✓					
Sequencing up to six photographs, focusing on the intervals between events		✓	✓	✓		✓		
Sequencing up to six events on a timeline		✓		✓	✓			✓
Beginning to recognise how long each event Lasted				✓				✓
Knowing where people/events studied fit into a chronological framework				✓		✓		✓
Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)		✓	✓	✓	✓	✓	✓	✓
To know that people change as they grow older	Disciplinary concepts: Change and continuity	✓			✓			
To know that throughout someone's lifetime, some things will change and some things will stay the same		✓	✓			✓	✓	

History - Progression of Knowledge & Skills

To know that everyday objects have changed over time`			✓				
To know that daily life has changed over time but that there are some similarities to life today						✓	
To know that everyday objects have changed as new materials have been invented	Disciplinary concepts: Cause and consequence		✓				
To know that changes may come about because of improvements in technology				✓		✓	
To know that there are similarities and differences between their lives today and their lives in the past	Disciplinary concepts: Similarities and differences	✓			✓		
To know some similarities and differences between the past and their own lives		✓	✓		✓	✓	
To know that people celebrate special events in different ways		✓					
To know that people spend their holidays in different ways					✓		
To know that everyday objects have similarities and differences with those used for the same purpose in the past				✓			✓
To know that there are explanations for similarities and differences between children's lives now and in the past				✓			✓
To know that some people and events are considered more 'special' or significant than others	Disciplinary concepts: Historical significance	✓			✓		✓
To know that some events are more significant than others				✓			✓
To know the impact of a historical event on society				✓			✓
To know that 'historically significant' people are those who changed many people's lives				✓			✓
To know that photographs can tell us about the past	Disciplinary concepts: Sources of evidence	✓		✓	✓	✓	✓
To know that we can find out about the past by asking people who were there		✓	✓		✓	✓	
To know that artefacts can tell us about the past			✓				
To know that we remember some (but not all) of the events that we have lived through		✓	✓		✓		
To know that we can find out about how places have changed by looking at maps	Disciplinary concepts: Sources of evidence					✓	
To know that historians use evidence from sources to find out more about the past				✓		✓	✓

History - Progression of Knowledge & Skills

To know that the past can be represented in photographs	Disciplinary concepts: Historical interpretations	✓	✓	✓	✓	✓	✓
To know that the past is represented in different ways		✓	✓	✓	✓	✓	✓
Being aware that some things have changed and some have stayed the same in their own lives	Disciplinary concepts: Change and continuity	✓	✓		✓		
Describing simple changes and ideas/objects that remain the same		✓	✓		✓	✓	
Understanding that some things change while other items remain the same and some are new		✓	✓		✓	✓	
Recognising some things which have changed/stayed the same as the past		✓	✓	✓	✓	✓	✓
Identifying simple reasons for changes		✓	✓	✓	✓	✓	✓
Asking questions about why people did things, why events happened and what happened as a result	Disciplinary concepts: Cause and consequence		✓	✓			✓
Recognising why people did things, why events happened and what happened as a result				✓			✓
Beginning to look for similarities and differences over time in their own lives	Disciplinary concepts: Similarities and differences	✓	✓		✓		
Identifying similarities and difference between ways of life at different times.		✓	✓	✓	✓	✓	✓
Finding out about people, events and beliefs in society				✓		✓	✓
Making comparisons with their own lives		✓	✓	✓	✓	✓	
Recalling special events in their own lives	Disciplinary concepts: Historical significance	✓	✓		✓		
Discussing who was important in a historical event				✓			✓
Using artefacts, photographs and visits to museums to ask and answer questions about the past	Disciplinary concepts: Sources of evidence	✓	✓	✓	✓	✓	✓
Making simple observations about a source or artefact		✓	✓	✓	✓	✓	✓
Using sources to show an understanding of historical concepts (see above)		✓	✓	✓	✓	✓	✓
Identifying a primary source				✓			

History - Progression of Knowledge & Skills

Recognising different ways in which the past is represented (including eye-witness accounts)	Disciplinary concepts: Historical interpretations	✓	✓	✓	✓	✓	✓
Comparing pictures or photographs of people or events in the past		✓	✓	✓	✓	✓	✓
Developing their own interpretations from artefacts, photographs and written sources		✓	✓	✓	✓	✓	✓
Asking questions about sources of evidence (e.g. artefacts)	Historical enquiry: Posing historical questions	✓	✓	✓	✓	✓	✓
Asking a range of questions about stories, events and people		✓	✓	✓	✓	✓	✓
Understanding the importance of historically-valid questions				✓		✓	✓
Understanding how we use books and sources to find out about the past.	Historical enquiry: Gathering, organising and evaluating evidence			✓		✓	✓
Using a source to answer questions about the past		✓	✓	✓	✓	✓	✓
Evaluating the usefulness of sources to a historical enquiry				✓		✓	✓
Selecting information from a source to answer a question				✓		✓	✓
Identifying a primary source				✓			
Interpreting evidence by making simple deductions	Historical enquiry: Interpreting findings, analysing and making connections	✓	✓	✓	✓	✓	✓
Making simple inferences and deductions from sources of evidence			✓	✓		✓	✓
Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings)		✓	✓	✓	✓	✓	✓
Making links and connections across a unit of study		✓	✓	✓	✓	✓	✓
Selecting and using sections of sources to illustrate and support answers							✓
Making simple conclusions about a question using evidence to support.	Historical enquiry: Evaluating and drawing conclusions		✓	✓		✓	✓
Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)	Historical enquiry: Communicating findings	✓	✓	✓	✓	✓	✓
Using relevant vocabulary in answers		✓	✓	✓	✓	✓	✓

History - Progression of Knowledge & Skills

Describing past events and people by drawing or writing		✓	✓	✓	✓	✓	✓
Expressing a personal response to a historical story or event through discussion, drawing or writing				✓		✓	
To know some inventions that still influence their own lives today	Substantive concepts: Achievements and follies of mankind		✓	✓		✓	
To know some achievements and discoveries of significant individuals				✓			
To know and begin to identify achievements and inventions that still influence their own lives today			✓	✓		✓	
To know the legacy and contribution of the inventions			✓	✓		✓	
To be aware of the achievements of significant individuals				✓			✓
To know that a monarch in the UK is a king or queen	Substantive concepts: Power (monarchy, government and empire)						✓
To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy							✓
To know that Britain was organised into kingdoms and these were governed by monarchs							✓

History - Progression of Knowledge & Skills

Using dates to work out the interval between periods of time and the duration of historical events or periods		✓	✓	✓	✓	✓	
Using BC/AD/Century		✓	✓	✓	✓	✓	✓
Sequencing eight to ten artefacts, historical pictures or events					✓		✓
Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied		✓	✓	✓	✓	✓	✓
Placing the time studied on a timeline		✓	✓	✓	✓	✓	✓
Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient		✓	✓	✓	✓	✓	✓
Noticing connections over a period of time		✓	✓	✓	✓	✓	✓
Making a simple individual timeline			✓	✓	✓	✓	✓
To know that change can be brought about by advancements in transport and travel	Disciplinary concepts: Change and continuity	✓					
To know that change can be brought about by advancements in materials		✓	✓				✓
To know that change can be brought about by advancements in trade		✓				✓	✓
To know that the actions of people can be the cause of change (eg. Lord Shaftesbury)	Disciplinary concepts: Cause and consequence		✓		✓		✓
To know that advancements in science and technology can be the cause of change					✓		✓
To know that significant archaeological findings are those which change how we see the past	Disciplinary concepts: Historical significance	✓		✓		✓	✓
To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come				✓	✓	✓	✓
To know that archaeological evidence can be used to find out about the past	Disciplinary concepts: Sources of evidence	✓	✓			✓	✓
To know that we can make inferences and deductions using images from the past		✓	✓	✓	✓	✓	✓
To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past	Disciplinary concepts: Historical interpretations	✓				✓	✓
To know that assumptions made by historians can change in the light of new evidence		✓			✓	✓	✓
Identifying reasons for change and reasons for continuities	Disciplinary concepts: Change and continuity	✓		✓	✓		
Identifying what the situation was like before the change occurred		✓	✓	✓	✓		✓

History - Progression of Knowledge & Skills

Comparing different periods of history and identifying changes and continuity		✓	✓	✓	✓		✓
Describing the changes and continuity between different periods of history		✓	✓	✓	✓		✓
Identifying the links between different societies		✓	✓	✓		✓	✓
Identifying the consequences of events and the actions of people	Disciplinary concepts: Cause and consequence		✓	✓	✓	✓	✓
Identifying reasons for historical events, situations and changes		✓	✓	✓	✓	✓	✓
Identifying similarities and differences between periods of history	Disciplinary concepts: Similarities and differences	✓	✓	✓	✓		✓
Explaining similarities and differences between daily lives of people in the past and today		✓	✓	✓	✓		✓
Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world		✓	✓	✓			✓
Recalling some important people and events	Disciplinary concepts: Historical significance		✓	✓	✓		✓
Identifying who is important in historical sources and accounts			✓	✓	✓		
Using a range of sources to find out about a period	Disciplinary concepts: Sources of evidence	✓	✓	✓	✓	✓	✓
Using evidence to build up a picture of a past event		✓	✓	✓	✓	✓	✓
Observing the small details when using artefacts and pictures		✓	✓	✓	✓	✓	✓
Identifying sources which are influenced by the personal beliefs of the author					✓		
Identifying and giving reasons for different ways in which the past is represented	Disciplinary concepts: Historical interpretations			✓	✓		✓
Identifying the differences between different sources and giving reasons for the ways in which the past is represented			✓		✓		
Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books		✓	✓	✓		✓	✓
Evaluating the usefulness of different sources		✓	✓	✓	✓		
Understanding how historical enquiry questions are structured		Historical enquiry: Posing historical questions			✓	✓	✓
Creating historically-valid questions across a range of time periods, cultures and groups of people				✓	✓	✓	✓
Asking questions about the main features of everyday life in periods studied, e.g. how did people live	✓		✓	✓	✓		✓

History - Progression of Knowledge & Skills

Creating questions for different types of historical enquiry					✓		
Asking questions about the bias of historical evidence			✓	✓	✓	✓	
Using a range of sources to construct knowledge of the past	Historical enquiry: Gathering, organising and evaluating evidence	✓	✓	✓	✓		✓
Defining the terms 'source' and 'evidence'			✓	✓	✓		
Extracting the appropriate information from a historical source		✓	✓	✓	✓	✓	✓
Selecting and recording relevant information from a range of sources to answer a question			✓		✓		✓
Identifying primary and secondary sources		✓	✓	✓	✓	✓	
Identifying the bias of a source				✓	✓		
Comparing and contrasting different historical sources				✓	✓		✓
Understanding that there are different ways to interpret evidence		Historical enquiry: Interpreting findings, analysing and making connections		✓	✓		✓
Interpreting evidence in different ways	✓					✓	✓
Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefact	✓		✓	✓	✓	✓	✓
Making links and connections across a period of time, cultures or groups	✓		✓	✓	✓	✓	✓
Asking the question "How do we know?"	✓		✓	✓	✓	✓	✓
Understanding that there may be multiple conclusions to a historical enquiry question	Historical enquiry: Evaluating and drawing conclusions			✓	✓	✓	✓
Reaching conclusions that are substantiated by historical evidence		✓	✓	✓	✓	✓	✓
Recognising similarities and differences between past events and today					✓	✓	✓
Communicating knowledge and understanding through discussion, debates, drama, art and writing	Historical enquiry: Communicating findings		✓	✓	✓	✓	✓
Constructing answers using evidence to substantiate findings		✓	✓	✓	✓	✓	✓
Identifying weaknesses in historical accounts and arguments		✓	✓	✓			✓
Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story				✓	✓	✓	✓

History - Progression of Knowledge & Skills

Creating a structured response or narrative to answer a historical enquiry		✓	✓	✓	✓	✓	✓
Describing past events orally or in writing, recognising similarities and differences with today		✓			✓		✓
To understand the development of groups, kingdom and monarchy in Britain	Substantive concepts: Power (monarchy, government and empire)	✓		✓			
To know who became the first ruler of the whole of England				✓			
To understand the expansion of empires and how they were controlled across a large empire			✓				
To understand that societal hierarchies and structures existed including aristocracy and peasantry			✓	✓		✓	
To understand some reasons why empires fall/collapse			✓				
To know that there were different reasons for invading Britain	Substantive concepts: Invasion, settlement and migration		✓	✓			
To understand that there are varied reasons for coming to Britain		✓	✓	✓			
To know that there are different reasons for migration				✓			
To know that settlement created tensions and problems			✓	✓			
To understand the impact of settlers on the existing population			✓	✓			
To understand the earliest settlements in Britain		✓	✓	✓			
To know that settlements changed over time		✓		✓		✓	
To understand how invaders and settlers influence the culture of the existing population	Substantive concepts: Civilisation (social and cultural)	✓	✓	✓			
To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles		✓	✓	✓	✓	✓	✓
To know that education existed in some cultures, times and groups					✓		✓
To know that communities traded with each other and over the English Channel in the Prehistoric Period	Substantive concepts: Trade	✓	✓	✓			
To understand that trade began as the exchange of goods		✓	✓				✓
To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times		✓	✓				
To understand that the Roman invasion led to a great increase in British trade with the outside world			✓				

History - Progression of Knowledge & Skills

To understand that the traders were the rich members of society	Substantive concepts: Beliefs	✓	✓				
To understand that there are different beliefs in different cultures, times and groups			✓	✓		✓	✓
To know about paganism and the introduction of Christianity in Britain			✓	✓			
To know how Christianity spread				✓			
To compare the beliefs in different cultures, times and groups				✓		✓	✓
To be able to identify achievements and inventions that still influence our lives today from Roman times	Substantive concepts: Achievements and follies of mankind		✓				
To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain				✓			
To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science						✓	✓

History - Progression of Knowledge & Skills

Emerald Class (Year 5 & 6)							
		Cycle A			Cycle B		
		Term 1	Term 2	Term 4	Term 2	Term 4	Term 5
		British history: Were the Vikings raiders, traders or settlers?	British History: What was life like in Tudor England?	British History: What was the impact of World War 2 on the people of Britain?	What does the census tell us about our local area?	What did the Greeks ever do for us?	Unheard histories: Who should feature on the £10.00 banknote?
To understand the term “century” and how dating by centuries works (e.g. the 1500s are known as the 16th century)	Chronological awareness					✓	
To know relevant dates and relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya & Victorians			✓			✓	
To understand that historical periods have characteristics that distinguish them		✓	✓	✓		✓	
To understand how to work out durations of periods and events			✓	✓		✓	
To understand how to represent a scale on a timeline		✓		✓		✓	
To understand how to create their own timeline selecting significant events		✓		✓			
Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups			✓	✓	✓	✓	
Putting dates in the correct century		✓	✓				✓
Using the terms AD and BC in their work		✓	✓			✓	
Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age		✓			✓	✓	
Developing a chronologically secure understanding of British, local and world history across the periods studied		✓	✓	✓		✓	
Placing the time, period of history and context on a timeline		✓	✓	✓		✓	
Relating current study on timeline to other periods of history studied		✓	✓		✓	✓	
Comparing and making connections between different contexts in the past			✓	✓	✓	✓	✓
To know that change can be brought about by conflict			✓		✓		

History - Progression of Knowledge & Skills

To know that change can be traced using the census	Disciplinary concepts: Change and continuity				✓			
To know that members of society standing up for their rights can be the cause of change	Disciplinary concepts: Cause & consequence			✓	✓	✓	✓	
To know how historians select criteria for significance and that this changes	Disciplinary concepts: Historical significance						✓	
To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date	Disciplinary concepts: Sources of evidence				✓			
To understand the types of information that can be extracted from the census					✓			
To understand that inventories are useful sources of evidence to find out about people from the past			✓					
To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status					✓			
To understand how to compare different census extracts by analysing the entries in individual columns					✓			
To know that the most reliable sources are primary sources which were created for official purposes					✓			
To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source	Disciplinary concepts: Historical interpretations	✓	✓	✓		✓		
To understand that there are different interpretations of historical figures and events			✓	✓		✓	✓	
Making links between events and changes within and across different time periods / societies	Disciplinary concepts: Change and continuity	✓	✓	✓		✓	✓	
Identifying the reasons for changes and continuity			✓	✓				
Describing the links between main events, similarities and changes within and across different periods/studied				✓	✓		✓	✓
Describing the links between different societies				✓			✓	
Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well				✓	✓		✓	
Analysing and presenting the reasons for changes and continuity				✓	✓		✓	
Giving reasons for historical events, the results of historical events, situations and changes	Disciplinary concepts:			✓		✓	✓	

History - Progression of Knowledge & Skills

Starting to analyse and explain the reasons for, and results of historical events, situations and change	Cause and consequence		✓	✓		✓	✓
Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world	Disciplinary concepts: Similarities & differences	✓	✓	✓		✓	✓
Making links with different time periods studied			✓	✓		✓	✓
Describing change throughout time			✓	✓	✓	✓	✓
Identifying significant people and events across different time periods	Disciplinary concepts: Historical significance		✓	✓		✓	✓
Comparing significant people and events across different time periods		✓		✓		✓	✓
Explain the significance of events, people and developments				✓		✓	✓
Recognising primary and secondary sources	Disciplinary concepts: Sources of evidence	✓	✓	✓	✓	✓	
Using a range of sources to find out about a particular aspect of the past		✓	✓	✓	✓	✓	✓
Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources		✓	✓	✓			
Describing how secondary sources are influenced by the beliefs, cultures and time of the author						✓	✓
Comparing accounts of events from different sources	Disciplinary concepts: Historical interpretations			✓		✓	✓
Suggesting explanations for different versions of events		✓		✓			
Evaluating the usefulness of historical sources			✓	✓	✓	✓	✓
Identifying how conclusions have been arrived at by linking sources		✓		✓	✓		
Developing strategies for checking the accuracy of evidence			✓	✓			
Addressing and devising historically valid questions				✓	✓	✓	✓
Understanding that different evidence creates different conclusions		✓		✓		✓	
Evaluating the interpretations made by historians						✓	✓
Planning a historical enquiry	Historical enquiry: Posing historical questions	✓	✓		✓		✓
Suggesting the evidence needed to carry out the enquiry		✓		✓	✓		✓
Identifying methods to use to carry out the research			✓	✓	✓	✓	✓
Asking historical questions of increasing difficulty e.g. who governed, how and with what results?			✓	✓			✓

History - Progression of Knowledge & Skills

Creating a hypothesis to base an enquiry on		✓	✓	✓			✓
Asking questions about the interpretations, viewpoints and perspectives held by others		✓		✓		✓	✓
Using different sources to make and substantiate historical claims	Historical enquiry: Gathering, organising and evaluating evidence	✓	✓	✓		✓	✓
Developing an awareness of the variety of historical evidence in different periods of time			✓	✓	✓		✓
Distinguishing between fact and opinion			✓	✓	✓		✓
Recognising 'gaps' in evidence		✓	✓	✓	✓	✓	✓
Identifying how sources with different perspectives can be used in a historical enquiry		✓	✓	✓		✓	✓
Using a range of different historical evidence to dispute the ideas, claims or perspectives of others		✓		✓		✓	
Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source			✓	✓	✓	✓	✓
Interpreting evidence in different ways using evidence to substantiate statements	Historical enquiry: Evaluating and drawing conclusions	✓		✓	✓		✓
Making increasingly complex interpretations using more than one source of evidence		✓		✓	✓	✓	✓
Challenging existing interpretations of the past using interpretations of evidence		✓		✓			
Making connections, drawing contrasts and analysing within a period and across time		✓	✓	✓	✓		✓
Beginning to interpret simple statistical sources					✓		
Reaching conclusions which are increasingly complex and substantiated by a range of sources		✓		✓	✓		✓
Evaluating conclusions and identifying ways to improve conclusions	✓		✓				
Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts	Historical enquiry: Communicating findings	✓	✓	✓	✓		✓
Showing written and oral evidence of continuity and change as well as indicting simple causation				✓	✓		✓
Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time		✓	✓	✓	✓		✓
Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources		✓	✓	✓	✓		✓

History - Progression of Knowledge & Skills

Constructing explanations for past events using cause and effect				✓			
Using evidence to support and illustrate claims.		✓		✓	✓		✓
To understand how the monarchy exercised absolute power	Substantive concepts: Power (monarchy, government and empire)		✓				✓
To understand the process of democracy and parliament in Britain				✓		✓	✓
To understand that different empires have different reasons for their expansion		✓				✓	
To understand that there are changes in the nature of society		✓		✓		✓	✓
To know that there are different reasons for the decline of different empires		✓		✓		✓	
To understand there are increasingly complex reasons for migrants coming to Britain	Substantive concepts: Invasion, settlement and migration	✓	✓	✓			
To understand that migrants come from different parts of the world		✓		✓			
To know about the diverse experiences of the different groups coming to Britain over time		✓		✓			
To be aware of the different beliefs that different cultures, times and groups hold	Substantive concepts: Beliefs	✓	✓			✓	✓
To understand the changing nature of religion in Britain and its impact			✓				
To be aware of how different societies practise and demonstrate their beliefs		✓	✓			✓	
To be able to identify the impact of beliefs on society			✓			✓	✓
To understand the changes and reasons for the organisation of society in Britain	Substantive concepts: Civilisation (social or cultural)	✓	✓	✓	✓		✓
To understand how society is organised in different cultures, times and groups			✓	✓		✓	✓
To be able to compare development and role of education in societies					✓	✓	✓
To be able to compare education in different cultures, times and groups						✓	
To understand the changing role of women and men in Britain.				✓	✓		✓
To understand that there are differences between early and later civilisations.				✓		✓	
To know that trade routes from Britain expanded across the world			✓	✓	✓		

History - Progression of Knowledge & Skills

To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals)	Substantive concepts: Trade		✓	✓		✓	
To understand that the expansion of trade routes increased the variety of goods available		✓					
To understand that the methods of trading developed from in person to boats, trains and planes		✓		✓			
To understand the development of global trade		✓					✓
To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain		✓					
To understand that people in the past were as inventive and sophisticated in thinking as people today	Substantive concepts: Achievements and follies of mankind	✓	✓	✓		✓	✓
To know that new and sophisticated technologies were advanced which allowed cities to develop				✓		✓	
To understand the impact of war on local communities		✓		✓			
To know some of the impacts of war on daily lives		✓		✓			
To be able to identify the achievements of civilisations and explain why these achievements were so important.		✓				✓	✓
To be able to compare the achievements of different civilisations and groups						✓	✓