



Cononley Primary School: Progression in Disciplinary Knowledge -Second Order Concepts – History- EYFS, Key Stage 1 and Key Stage 2				
EYFS Understanding the World	Year 1 and Year 2		Year 3 and Year 4	Year 5 and Year 6
Chronological Understanding				
Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Know how to put 3 to 5 events / objects in the correct order they happened / were made	Know how to locate key events/periods studied on a timeline:		Know how to order and place the key periods and events studied:
	Know how to use terms like before / after old/new correctly.	Know the meaning of: AD, BC, century, millenium, decade, ancient, modern		Know the CE and BCE can be used instead of AD and BC
	Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago			Know the relationship between date and century (dates starting from 100AD are 2 <sup>nd</sup> century)
Cause and Consequence				
Remembering events , losses in our past (lost toys, old friends)	Know about the cause of an event studied.	Know cause of event and consequence.		Know cause of event and consequence & explain why.
Significance of events / people / places				
Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)	Know the name of a famous person and explain why they are famous.	Know some important events, places and people:		Know, make links &draw comparisons between some important events, places and people:
Similarity and Difference Aspects: Society: people living in organised groups; hierarchy; how food is produced to feed people; where people live- types of settlements & buildings Culture: art, architecture, religion, customs				
Name the members of their immediate and extended family	Know simple facts about aspects of daily life studied this year. Compare with their own life. What is the same / what is different?	Know similarities and differences between daily lives of people in the past and today.		Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied.
Continuity and Change				
	Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same	Know of main changes/constants.		Know of main changes/constants and compare with other periods studied. Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc..
Historical Enquiry				
Use photographs to talk about their family's past Know that photographs tell stories about our past	Use historical artefacts, photographs and visits to museums etc to find out about the past.	Use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past.		Recognise some sources may be more reliable than others and reasons for bias. Use sources to formulate a question and investigate the answers.
Historical Interpretation				
	Know what an eye-witness account is.	Look at different accounts of history: know what is fact or opinion. Look at different version of the same event, identify differences and talk about possible reasons why.		Know that some evidence is propaganda, misinformation or opinion. Give reasons why. Evaluate evidence to choose most reliable