



Disciplinary Knowledge Progress Model

	EYFS Taught in F1, Recapped in F2-  Taught in F2- 	Y1	Y2	Y3	Y4	Y5	Y6
1. similarity and difference (diversity)	Can briefly talk about some members of their family Able to say who they are and who they live with Knows that people can get jobs to get money Shows an interest in different occupations (nurse, doctor, police, fire...) Can talk about members of immediate family in more detail Can discuss similarities and differences between people in their family Talks about a wider range of occupations (electrician, plumber etc) Is able to discuss different occupations of family members Can identify similarities and differences between jobs	To make simple observations about people in and out of their family To compare two people in and out of their family To compare toys and everyday items from different groups of people	Make observations about different people and groups of people in a society Begin to note similarities and differences between two groups of people.	Begin to compare groups of people in the same society and wider. Begin to understand the concept of hierarchy.	Recognise some of the similarities and differences between different groups of people within a society. Deepen understanding of hierarchy and the power linked to this.	Compare and evaluate the similarity and differences between several different people/groups of people in a society.	Compare and evaluate the similarity and differences between multiple people/groups of people and evaluate the impact of this.
2. change and continuity	To begin to understand how life has changed within their lifetime To begin to understand how life has changed in living memory Begin to recognise the changes in how people travelled Begin to compare the current time with a period of history beyond living memory	Begin to recognise how everyday items have changed within living memory Compare the current time with a period of history beyond living memory	Show a concrete understanding of how life has changed within their lifetime To show a concrete understanding of how life has changed in living memory Confidently recognise the changes in how people travelled Confidently recognise how everyday items have changed within living memory Confidently compare the current	To describe main events, situations and changes within and across different societies / periods. Begin to understand how different concepts have changed over time.	To describe and make links between main events, situations and changes within and across different societies / periods. To note connections over time.	To compare two or more historical periods explaining things which changed and things which stayed the same. To note connections and contrasts over time. Explain how historians evaluate the changes that a society experience	To compare two or more historical periods explaining things which changed and things which stayed the same. To note connections, contrasts and trends over time. Explain in detail how historians evaluate the changes that a society experience

			time with two different periods of history beyond living memory				
3. cause and consequence		Begin to recognise why events happened and what happened because of that.	Match the consequence to the cause and begin to make links.	Begin to use sources to interpret the consequence of main events in history. Rank given events of the impact of the consequence.	Use sources to interpret the consequence of main events in history. Evaluate the impact of different changes.	Use interpretations and sources to suggest causes and consequences of key events/time periods over time. Evaluate the impact of different changes and justify why they had a more impactful consequence	Use interpretations and sources to suggest causes and consequences of key events/time periods over time and make links between different units. Evaluate, in detail, the impact of different changes and justify why they had a more impactful consequence
4. significance	Begin to recognise that we celebrate certain events, such as bonfire night and remembrance day, because of what happened many years ago Can name some famous people important to history	Begin to explain why a person is significant Recognise significant people in history	Deepen understanding of what makes someone/something significant. Explain why a person is significant.	Identify significant people in history and begin to explain why they would have significance in that period. Begin to understand that significance is fluid and up for interpretation.	Identify significant people in history and explain why they would have significance in that period. Deepen understanding that significance is fluid and up for interpretation.	Identify significant people in history, explain their significance in the past and begin to compare that to today. Evaluate the significance of a person or thing using different interpretations.	Identify significant people in history, explain their significance in the past and compare that to today. Evaluate, in detail, the significance of a person or thing using different interpretations and make their judgments.
5. historical interpretation	Look at simple interpretations of real people (such as stories and videos)	Look at a range of interpretations (such stories, videos and statues)	Look at simple interpretations (such as stories, videos, statues etc) and begin to look at the person who created it.	Understand how historians and others create interpretations. Begin to understand the bias behind interpretations.	Understand how historians and others create interpretations and the limits to those interpretations	Begin to evaluate historians and others interpretations based on the sources available.	Evaluate historians and others interpretations based on the sources available Identify the intended outcome of an interpretation from

					Deepen understanding of the bias behind interpretations.	Identify the intended outcome of an interpretation from historians and others to explain its reliability	historians and others to evaluate its reliability
6. Sources and Evidence	Briefly talks about things that they did in the past that were important to them when looking at photos eg Christmas/ birthdays/ special occasions Talks about things that they did in the past that were important to them in more detail when looking at photos eg Christmas/ birthdays/ special occasions/experiences in school Talks about things that they did in the past that were important to them in more detail from memory eg Christmas/ birthdays/ special occasions/experiences in school Can sort objects/images into past and present and compare similarities and differences.	Begin to understand how people find out about the past Begin to choose sources, parts of stories and artefacts to find out about the past. Begin to understand the different types of sources available eg painting, photographs, diary etc.	Understand how people find out about the past Choose sources, parts of stories and artefacts to find out about the past. Understand the different types of sources available eg painting, photographs, diary etc.	Begin to evaluate what sources show historians and others Begin to filter sources based on the information they present	Evaluate what sources show historians and others Confidently filter sources based on the information they present	Choose sources (with support) to prove or contradict a statement Evaluate sources impact and historical reliability	Independently choose sources to prove or contradict a statement Evaluate and justify sources impact and historical reliability
Understanding of events and societies in depth Topic knowledge A 'mental timeline' of the past Chronological knowledge Key historical terms such as 'empire, trade and tax' (encountered in multiple historical contexts) Substantive concepts Key organising concepts used by historians: - sources and evidence - historical interpretations - cause and consequence - change and continuity - similarity and difference - historical significance Disciplinary concepts Substantive knowledge progression							
Chronological knowledge	Briefly talks about things that they did in the past that were important to them when looking at photos eg Christmas/ birthdays/ special occasions begins to understand past and present Sequence family members by age (baby, child, adult) Talks about things that they did in the past that were important to them in more detail when looking at photos eg Christmas/ birthdays/ special occasions/experiences in school Talks about things that they did in the past that were important to them in more detail from memory eg Christmas/ birthdays/ special occasions/experiences in school Uses and understands the words yesterday/ tomorrow correctly Sequence family members by age, explaining who they are (baby, toddler, child, teenager, adult, elderly) Explain key differences between family members/ ages and say what they can/can't do Uses and understands the words past and present	Place a small number of familiar events and objects in order. Compare their life with the lives of the people from the past Use chronological vocabulary: past, present, then, now, tomorrow,	Place a larger number of events and objects in order. Compare their lives with multiple people's lives from the past. Use chronological vocabulary: past, present, then, now, tomorrow, yesterday, next, before and after	Order events (with support) on a specific timeline of the relevant period of history. Be introduced to the idea of BC/AD and BCE/CE and understand that they will see both in	Order events on a specific timeline of the relevant period of history. Understand the idea of BC/AD and BCE/CE and understand that they will see both in historical information	Order events of a specific timeline of the relevant period of history while beginning to compare local, national and international events. Begin to understand and evaluate what came	Order events of a specific timeline of the relevant period of history while comparing local, national and international events. Understand and evaluate what came before and after a period of history and the impact of this.

		yesterday, next, before and after	(from Y1) and day, week, month, year, timeline, period	historical information Understand that the past can be divided into different periods of time. Use chronological language: BC/AD, BCE/CE, decade, century, millennium as well as previous years vocabulary.	and identify why both are used. Use chronological language: BC/AD, BCE/CE, decade, century, millennium as well as previous years vocabulary.	before and after a period of history and the impact of this. Use chronological language: concurrently, as well as previous years vocabulary.	Use chronological language: concurrently, as well as previous years vocabulary.
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