



**St Peter's Catholic Primary School: Progression in Disciplinary Knowledge –Second Order Concepts.
History: EYFS, KS1, LKS2, UKS2.**

EYFS Understanding the World	KS1	LKS2	UKS2
Chronological Understanding			
<p>Begin to understand the passage of time, for example, know three things they couldn't do as a baby but that they can do now.</p>	<p>Order 3 to 5 events / objects in the correct order they happened / were made.</p> <p>Understand and use the terms: before / after, new / old correctly.</p> <p>Use vocabulary to describe the sequence of events: First, next, then, finally, a long time ago, more/less than 100 years ago.</p>	<p>Locate and place key events / periods studied on a timeline.</p> <p>Explain the meaning of: AD, BC, decade, century, millennium, ancient, modern.</p>	<p>Order and place the key periods and events studied.</p> <p>Recognise and understand CE and BCE can be used instead of AD and BC.</p> <p>Explain relationship between date and century (dates starting from 100AD are 2nd century).</p>
Cause and Consequence			
<p>Remembering events, losses in our past : toys, pets, friends, family members.</p>	<p>Explain the cause and begin to understand the consequence of an event studied. (Great Fire of London, RAF Doncaster)</p>	<p>Identify cause of event and consequence. (discovery of Tutankhamun tomb, Roman invasion of Britain)</p>	<p>Identify cause of an event and consequence and explain why. (Viking raids on Lindisfarne, WW1 trench warfare)</p>
Significance of events / people / places			
<p>Know the name and describe significant events.(birthday, Bonfire Night, Remembrance Day, Eid, Diwali)</p>	<p>Name a famous person and explain why they are famous. (Samuel Pepys, Amelia Earhart, Sir Nigel Gresley)</p>	<p>Describe important events, places, and people. Tutankhamun, Howard Carter, Valley of the Kings, 1922.</p>	<p>Identify, recognise links and draw comparisons between some important events, places and people. 6th of June 793 AD, 'Northmen' attacked the</p>

		Roman invasion of Britain, 55BC Julius Caesar, 43AD Emperor Claudius.	Christian monastery at Lindisfarne in Northumbria. Archduke Franz Ferdinand of Austria-Hungary. Field Marshal Douglas Haig, 1st Earl Haig. Important battles of WW1.
Similarity and Difference Aspects: <i>Society:</i> people living in organised group, hierarchy, how food is produced to feed people; where people live- types of settlements and buildings. <i>Culture:</i> art, architecture, religion, customs.			
Identify and talk about the members of their immediate and extended family.	Identify simple facts about aspects of daily life studied this year. Compare with their own life. What is the same and what is different? (living conditions with homes from different eras. Changes in transport design and use.)	Recognise similarities and differences between daily lives of people in the past and today. (Ancient Egyptian society and how we live today in Britain. The life of a Roman slave or legionary) Research images from wall paintings and floor mosaics to discover and understand recorded events.	Recognise similarities and difference between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Anglo Saxon/Viking farming methods The shift in attitudes of women post 1914/ Suffragettes.
Continuity and Change			
	Discuss and explain simple facts about aspects of daily life studied this year. Describe things, which have changed / stayed the same.	Explain main changes / constants of periods studied.	Know and discuss the main changes / constants and compare with other periods studied. Describe change through the use of general, abstract terms, such as; gradual, rapid, important or unimportant.



Historical Enquiry

<p>Use photographs to talk about their families past.</p> <p>Understand that photographs tell stories about the past.</p>	<p>Use historical artefacts, photographs and visits to museums to find out about the past.</p>	<p>Use a range of sources of evidence: archives, visits, internet, photographs, museum visits).</p> <p>Ask and answer questions to find out about the past?</p>	<p>Recognise some sources may be more reliable than others may and reasons for bias.</p> <p>Use sources to formulate a question and investigate the answers.</p>
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Historical Interpretation

	<p>Understand what an eye-witness account is.</p>	<p>Analyse different accounts of History: know what is fact or opinion.</p> <p>Analyse different version of the same event, identify differences and talk about possible reasons why.</p>	<p>Recognise and understand evidence could be propaganda, misinformation or opinion. Give reasons why.</p> <p>Evaluate evidence to choose most reliable.</p>
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