



History Disciplinary Knowledge

Historical Figures and Events	
EYFS	Year 1 and Year 2
<ul style="list-style-type: none">Children talk about past and present in their own lives and in the lives of family members.	<p>Know and talk about events within living memory</p> <p>Know and talk about events beyond living memory, understanding what we mean by 'living memory'</p> <p>Know and talk about historical figures, including what makes them significant</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p>



History Disciplinary Knowledge

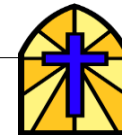
Historical Figures and Events

Year 3 and Year 4

Find out and compare the everyday lives of people in time studied with their own lives today.
Understand and identify reasons for and the results of their actions.
Use evidence when discussing the everyday life of people in time studied.
Look for links and effects in time studied.
Offer a reasonable explanation for some events.

Year 5 and Year 6

Study different aspects of different people e.g. differences between male and female/rich or poor life experiences.
Examine causes and results of great events and the impact on people.
Compare life in 'early' and 'late' parts of the time period.
Compare an aspect of life with the same aspect in another time period.
Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
Explain a past event in terms of cause and effect, using evidence to support and illustrate.
Know key dates, characters and events of time studied.



History Disciplinary Knowledge

Interpreting History

EYFS

Year 1 and Year 2

Recount an event, verbally and written.
Children represent their own ideas, thoughts and feelings through stories

Use stories to encourage children to distinguish between fact and fiction.
Compare adults talking about the past and how reliable are their memories?
Compare 2 version of a past event.
Compare pictures or photographs of people or events in the past.
Discuss reliability of photos/accounts/stories.



History Disciplinary Knowledge

Interpreting History

Year 3 and Year 4

Identify and give reasons for different ways the past is represented.
Compare different versions of the same story from different sources and discuss why they might be different.
Begin to evaluate the usefulness of different sources.
Use sources of information and historical knowledge to support new information learnt.

Year 5 and Year 6

Compare accounts of events from different sources - fact or fiction?
Offer some reasons for different versions of events.

Link sources and work out how conclusions were arrived at.
Consider ways of checking the accuracy of interpretations – fact/fiction or opinion?
Be aware that different evidence will lead to different conclusions.
Confidently use the library and internet.



History Disciplinary Knowledge

Communicating Historically	
EYFS	Year 1 and Year 2
Talk about things they did at the weekend, yesterday, this morning... Order and sequence familiar events	Develop, the use a wide vocabulary of historical words and phrases, such as: a long time ago, recently, when my...were younger, years, decades, centuries, monarch, remembrance etc. Show an understanding of the concept of nation and a nation's history Use historical vocabulary to tell simple stories/use role play to communicate their knowledge about the past



History Disciplinary Knowledge

Communicating Historically

Year 3 and Year 4

Develop use of appropriate subject terminology, such as: empire, civilisation, monarch, ruled, invasion, kingdoms etc. Organise and present ideas about the past using models, drama role play and computing to communicate information about the past

Year 5 and Year 6

Use appropriate historical vocabulary to communicate including: continuity, change, century, decade, legacy etc. Record knowledge and understanding in a variety of ways, using dates and key terms appropriately. Take part in debates and detailed discussions.



History Disciplinary Knowledge

Chronology

EYFS

Year 1 and Year 2

Children talk about past and present in their own lives and in the lives of family members.

Sequence event from within own living memory
Sequence events, artefacts and photographs from different periods of time
Label timelines with words or phrases such as: past, present, older and newer
Match objects to people of different ages.
Describe memories of key events in life.



History Disciplinary Knowledge

Chronology	
Year 3 and Year 4	Year 5 and Year 6
<p>Place time and events studied on a time line.</p> <p>Use dates and terms related to the topic of study, the passing of time and period labels.</p> <p>Sequence several events or artefacts.</p> <p>Understand historical terms</p> <p>Understand change over time knowing that changes may occur slowly over time or as a significant 'leap'</p>	<p>Know and sequence key events of time studied using relevant terms and period labels.</p> <p>Make comparisons between different time periods in the past.</p> <p>Place current study on time line in relation to other studies.</p> <p>Describe main changes in a period of history</p> <p>Understand reasons why societies have changed and evaluate their importance</p>



History Disciplinary Knowledge

Understanding Sources

EYFS

Year 1 and Year 2

Ask questions such as: What was it like for people? What happened? How long ago

- Use a variety of sources to find out about the past, pictures, stories, online, visitors to to answer questions about the past
- Observe or handle evidence to ask questions and find answers about the past
- Identify some of the different ways that the past has been represented
- Compare sources of information to discuss reliability



History Disciplinary Knowledge

Understanding Sources

Year 3 and Year 4

Use evidence to ask questions and find answers to questions about the past
Know about and use a range of sources to find out about a period of time.

Select and record relevant information.
Suggest causes and consequences of some of the main events and changes in history

Choose relevant material to present a historical event, understanding why other accounts may differ

Evaluate the usefulness of different sources

Year 5 and Year 6

Begin to identify and use primary and secondary sources to deduce information about the past.

Use evidence to build up a picture of a past event understanding that no single source of evidence gives the full answer.

Select relevant sections of information.
Suggest omissions and the means of finding out this information.

Show an awareness of the concept of bias and how historians must understand the social context of evidence studied

Bring knowledge gathered from several sources together in a fluent account.

