



Progression of Disciplinary Concepts 2024-2025

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity & Change	Look closely at similarities and differences, patterns and change	Begin to identify old and new things across periods of time through pictures, photographs and objects. (Toys; Castles) Begin to understand that some things change and some things stay nearly the same. (Toys; First Flight)	Begin to identify old and new things across periods of time through pictures, photographs and objects. (Gunpowder Plot, Remembrance, Local History) Begin to understand that some things change and some things stay nearly the same. (Local History; Remembrance; Gunpowder Plot)	Identify key things that stayed the same and things that have changed between periods. (Stone Age) Identify that there are reasons for continuities and changes across periods of time and explain some of these. (Stone Age) Start to explain the impact of some changes that have happened throughout different periods of time. (Stone Age)	Identify key things that stayed the same between periods. (Romans Anglo-Saxons, Vikings) Identify key things that changed between periods. (Scots, Anglo-Saxons, Vikings) Identify that there are reasons for continuities and changes across periods of time and explain some of these. (Scots, Anglo-Saxons, Vikings) Start to explain the impact of some changes that have happened throughout different periods of time. (Romans)	Understand and describe in some detail the main changes to an aspect of a period in history. (Maya Civilization) Identify why some changes between different periods of time have had more significant consequences than others. (Maya Civilization) Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history. (Maya Civilization) Start to categorise some types of changes into political, economic, social and technological. (Ancient Greece)	Explain why some periods in history may have had more changes and some may have had more continuity. (World War II; Crime and Punishment) Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history. (World War II) Understand and describe in some detail the main changes to an aspect of a period in history (Crime and Punishment) Identify why some changes between different periods of time have had more significant consequences than others. (Crime and Punishment)



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Cause & Consequence	Question why things happen and give explanations.	<p>Understand that a cause makes something happen and that historical events have causes. (Castles)</p> <p>Understand that a consequence is something that happens as a direct result of something else. (Castles)</p> <p>Explain that historical events are caused by things that occurred before them. (Castles)</p>	<p>Understand that a cause makes something happen and that historical events have causes. (Gunpowder Plot; Significant Individuals; Remembrance)</p> <p>Understand that a consequence is something that happens as a result of something else. (Gunpowder Plot; Remembrance; Significant Individuals)</p> <p>Explain that historical events are caused by things that occurred before them. (Gunpowder Plot; Significant Individuals; Remembrance)</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it. (Stone Age; Ancient Egypt)</p> <p>Begin to understand that historical events create changes that have consequences. (Stone Age; Ancient Egypt; Local History)</p> <p>Explain a series of directly related events that happened in the lead up to a historical event. (Stone Age; Local History)</p> <p>Understand that historical events have consequences that sometimes last long after the event is over. (Stone Age)</p>	<p>Understand that historical events have consequences that sometimes last long after the event is over. (Romans; Vikings)</p> <p>Explain a series of directly related events that happened in the lead up to a historical event. (Romans; Vikings)</p> <p>Comment on the importance of the different causes for some key events. (Romans & Vikings)</p>	<p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the decline of the Southern City States resulted in the rise of Chichen Itza. (Maya Civilization)</p> <p>Examine in more detail the short and long term causes of an event being studied. (Maya Civilization)</p> <p>Begin to understand that historians may not agree on the main causes of an event. (Maya Civilization)</p>	<p>Examine in more detail the short and long term causes of an event being studied. (World War II)</p> <p>Understand that one event can have multiple consequences that impact on many countries and civilizations. (World War II)</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. (World War II)</p> <p>Address and devise historical questions about cause and consequence. (Crime and Punishment)</p>



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Similarities & Differences	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Compare & contrast characters from stories, including figures from the past.</p>	<p>Recognise some similarities and differences between the past and the present. (Toys; Castles)</p> <p>Identify that some things within living memory are similar and some things are different. (Toys)</p>	<p>Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. (Gunpowder Plot; Significant Individuals)</p> <p>Identify some similarities and differences between ways of life in different periods. (Gunpowder Plot; Significant Individuals; Local History)</p>	<p>Identify similarities and differences between people, groups, experiences or places in the same historical period. (Stone Age & Ancient Egypt)</p>	<p>Make observations about similarities and differences between people, groups, experiences or places in the same historical period. (Romans; Anglo Saxons & Vikings)</p>	<p>Explain and give varied examples of how life was similar and different in the past within a society and from place to place. (All units)</p> <p>Start to give reasons for these similarities and differences. (Maya Civilization-comparison to Anglo Saxons; Sparta v Athens)</p>	<p>Explain and give varied examples of how life was similar and different in the past within a society and from place to place and time to time. (All units)</p> <p>Start to give reasons for these similarities and differences. (All units)</p>



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Historical Significance	<p>Recognise and describe special times or events for family or friends.</p> <p>Explain who is important to them, the wider community, and the class and why.</p> <p>Share stories about people from the past who have an influence on the present.</p>	<p>Talk about why the event or person was important and what changed/happened (The First Flight, Castles)</p> <p>Explain reasons why someone might be significant. (The First Flight;)</p>	<p>Talk about why the event was important and what happened (Gunpowder Plot; Significant Individuals; Remembrance)</p> <p>Explain reasons why someone might be significant. (All units)</p>	<p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened. (Ancient Egypt)</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that changed the lives of people and have a lasting impact today. (Local History; Stone Age)</p>	<p>Understand that historical significance is related to specific events, people, locations and ideas that changed the lives of people for the better or worse and have a lasting impact today. (The Romans: Vikings)</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/happened. (The Romans: Vikings)</p>	<p>Identify a range of historically significant people and events from different periods of history and explain why they were significant. (Ancient Greece)</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. (Maya Civilization; Ancient Greece)</p> <p>Understand that what we consider to be significant can change throughout different periods. (All units)</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. (Ancient Greece)</p> <p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. (Ancient Greece)</p>	<p>Explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. (World War II)</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant (World War II, Crime and Punishment)</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. (World War II)</p>



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Evidence	<p>Recognise that photographs and objects can tell us about the past.</p> <p>understand that we can find out about the past by asking people who were there.</p>	<p>Make simple observations about a photograph or artefacts. (All units)</p> <p>Understand that artefacts, pictures and photographs tell us about the past. (All units)</p> <p>Begin to recognise that we remember some (but not all) of the events that we have lived through. (Toys)</p>	<p>To know that historians use evidence from sources to find out more about the past. (All units)</p> <p>Use artefacts, pictures photographs and visits to museums to ask and answer questions about the past. (All units)</p> <p>Know that we can find out about how places have changed by looking at maps. (Local History)</p>	<p>Use a range of sources including maps to find out about a period. (Local History; Ancient Egypt)</p> <p>Use evidence to build up a picture of a past event. (All units)</p> <p>Recognise that archaeological evidence can be used to find out about the past. (Stone Age; Ancient Egypt)</p>	<p>Select relevant sections of information using research with increasing confidence to answer a line of enquiry. (Vikings & Romans)</p> <p>Begin to identify that sources are influenced by the personal beliefs of the author. (Vikings & Romans)</p> <p>Observe details when using artefacts and pictures. (All units)</p>	<p>Recognise primary and secondary sources. (All units)</p> <p>Use a range of sources to find out about a particular aspect of the past. (All units)</p> <p>Begin to identify bias in a source (Ancient Greece)</p> <p>Describe how secondary sources are influenced by the beliefs, cultures and time of the author. (Ancient Greece)</p>	<p>Evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. (World War II)</p> <p>Identify omissions information and suggest the means of finding this out. (World War II)</p> <p>Bring together knowledge from different sources of information in a fluent account. (All units)</p>