

St Gregory's Disciplinary Knowledge Progression

Year 1	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Toys Changes within living memory.	I can sequence events and objects in chronological order.	I can begin to identify different ways to find out about the past (photos, stories, adults talking about the past).	I can begin to recognise why people did things, why events happened and what happened as a result.	I can begin to observe changes over time.	I can recognise the difference between the past and present in my own and others lives.	I can talk about who was important in a simple historical account.
Mary Seacole Lives of significant individuals in the past and their achievements.	I can sequence photos from different points in my own life.	I can find answers to simple questions about the past from sources of information.			I can begin to identify similarities or differences between ways of life at different times.	
The Great Fire of London Significant events nationally.	I can use vocabulary linked to the passing of time. I can explore labelling timelines with pictures, words or phrases.					

Year 2	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Apollo 11 Events beyond living memory. Lives of significant individuals and their achievements.	I can sequence events in chronological order and sequence photos or artefacts from different periods of time.	I can use a source to answer questions about the past on the basis of observations.	I can recognise why people did things, why events happened and what happened as a result.	I can identify how things have changed over time and begin to suggest why they have changed.	I can identify similarities and differences between ways of life at different times.	I can talk about who was important in a simple historical account and explain why they were important.
Edward Wilson Significant historical events and people in their own locality.	I can begin to place events on a time line using appropriate vocabulary linked to the passing of time.	I can begin to ask simple questions.			I can make simple observations about different types of people, events and beliefs within a society.	
Castles Changes within living memory and significant places.	I can connect my new learning of historical people or events with what I have previously learnt.					

Year 3	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Stone Age Changes in Britain from the Stone Age to the Iron Age	I can use dates and terms related to the time studied and the passing of time.	I can use a range of sources to find out about a time period.	I can begin to identify and give reasons for historical events.	I can explain the main changes made by the time period studied and how this compares with our life today.	I can identify and describe similarities and differences within the time periods studied making links with previous learning.	I can identify historically significant events within the time periods studied and begin to make links between the people who were also significant.
Cheltenham Local history study.	I can place the time studied on a time line in relation to my previous learning.	I can observe small details in artefacts or pictures.				
World War 2 An aspect or theme in British history beyond 1066.	I can sequence events and artefacts from different periods of time.	I can select and record information relevant to the time studied. I can begin to use books and technology for research.				

Year 4	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Ancient Egyptians Achievements of the earliest civilizations.	I can place events, artefacts and historical figures on a timeline linking to my previous learning.	I can use evidence to build up a picture of a past event.	I can begin to identify, give reasons for and evaluate the results of historical events.	I can explain the main changes made by the time period studied and give evidence of how this impacted life today.	I can describe the diversity of the past and consider different accounts of a historical event, explaining some of the reasons why the account may differ.	I can identify historically significant people and events within the time periods studied.
Romans The Roman Empire.	I can use more complex terms such as, BC and AD when dating events.	I can choose relevant sources to present a picture of one aspect of life in the time period studied.				
Romanisation of Britain The Roman Empire's impact on Britain		I can begin to discuss the effectiveness of a source considering its reliability and trustworthiness. I can ask a variety of questions.				

Year 5	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Greeks Ancient Greece - achievements and their influence on the western world.	I can know and sequence key events of the time studied and link to previous learning.	I can begin to identify primary and secondary sources. I can judge a source on its reliability and trustworthiness.	I can identify, give reasons for and begin to evaluate the results of historical events, situations and changes.	I can identify and explain changes within and across the time periods studied making links with previous learning.	I can describe the diversity of the past and consider the impact this had on our lives today.	I can identify historically significant people within a time period studied. I can explain the significance of a historical event.
Anglo-Saxons Britain's settlement by Anglo-Saxons and Scots.	I can use relevant terms and phrases such as BC, AD, century, decade, time period.	I can use evidence to build up a picture of life in the time studied.				
Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	I can make comparisons between different times in the past.	I can select relevant sections of information. I can use sources for research with increasing confidence.				

Year 6	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Cheltenham Local history study.	I can place a current study on a timeline in relation to other studies.	I can recognise primary and secondary sources.	I can identify, give reasons for and evaluate the results of historical events, situations and changes.	I can identify and make links between changes across different historical events and time periods.	I can describe social, cultural, religious and ethnic diversity in Britain and the wider world.	I can identify historically significant people within a time period studied.
The Mayans A non-European society that provides contrasts with British history.	I can use timelines to place events and periods from around the world.	I can use a range of sources to find out about an aspect of time past.				I can explain the significance of a historical event and make links with previous learning.
Crime and Punishment An aspect or theme in British history beyond 1066 – changes in an aspect of social history.	I can accurately use relevant dates and terms.	I can address and devise historically valid questions. I can suggest omissions and the means of finding out. I can bring knowledge gathered from several sources together.				

