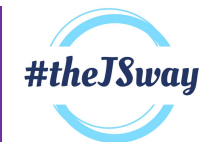


Progression of Skills and Knowledge – Disciplinary Concepts



Sub-strands	EYFS	Year 1	Year 2
Change and continuity	Being aware of changes that happen throughout the year (e.g. seasons, nature).	Being aware that some things have changed, and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.	Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes
	To know that the environment around us changes as time passes.	To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time	To know that daily life has changed over time but that there are some similarities to life today.
Cause and consequence	Experiencing cause and effect in play - achieve through continuous provision.	Asking why things happen and beginning to explain why with support.	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.
		To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.
Similarities and differences	Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.	Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.	Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives.
		To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past	To know that there are explanations for similarities and differences between children's lives now and in the past.

Progression of Skills and Knowledge – Disciplinary Concepts



Historical significance	Recalling special people in their own lives.	Recalling special events in their own lives.	Discussing who was important in a historical event.
	To know the names of people that are significant to their own lives	To know that some people and events are considered more 'special' or significant than others.	To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.
Sources of evidence	Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past.	Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source.
	To know that stories and books can tell us about the past.	To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through.	To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.
Historical interpretations	Recognising that different members of the class may notice different things in photographs from the past	Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts.	Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.
	To begin to understand that the past can be represented in photographs and drawings.	To know that the past can be represented in photographs.	To know that the past is represented in different ways.