

# Disciplinary knowledge (KS1)



The below tables outlines where disciplinary knowledge is **first taught** in KS1 or KS2. The curriculum has been sequenced so that the content is also reviewed in subsequent units, but to keep the table readable, we have only set out where it is first taught. The Mathematics [Programmes of Study](#) have also been considered so that pupils never need to apply mathematical skills (e.g. negative numbers to support understanding of AD/BC; numbers up to 1 000 or 1 000 000) until the year after they appear in the Programmes of Study. In this way, pupils can attend to new history learning, using mathematical knowledge that is already secure.

	Historical Significance	Cause	Change & Continuity	Similarity & Difference	Historical Evidence	Chronology
EYFS		<ul style="list-style-type: none"> <li>My actions can make something happen (e.g. pull a chair). (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li>Over time, some things about me/the place where I live stay the same and some things change (Rec)</li> </ul>	<ul style="list-style-type: none"> <li>Consider how my life is different and similar to others' in my class (N3-4)</li> </ul>	<ul style="list-style-type: none"> <li>Look at photographs and images to see how life was different in the past (Rec)</li> </ul>	<ul style="list-style-type: none"> <li>Give my age as a number of years (N3-4)</li> </ul>
Y1	<ul style="list-style-type: none"> <li>Historians choose to study people or events from the past because they resulted in change.</li> </ul>	<ul style="list-style-type: none"> <li>Things happen because something causes them to happen.</li> </ul>	<ul style="list-style-type: none"> <li>Historians can describe changes that have happened over time.</li> <li>Some changes happen more quickly than others. The world is changing more quickly in more recent history.</li> </ul>		<ul style="list-style-type: none"> <li>History is the study of humans who lived in the past</li> <li>Historians learn about the past by using sources</li> <li>Sources can be written, video/audio, images, artefacts or oral history</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary like now, before now, a long time before now, past and present to describe time periods.</li> <li>State whether a source shows life in the past or life in the present.</li> <li>State whether a source shows life in a more or less recent time than another.</li> <li>Represent historical periods using arrows on a blank timeline, to begin to understand the scale of human history</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Historians choose to study people or events from the past because they were important to people at the time, and may be remembered today.</li> </ul>	<ul style="list-style-type: none"> <li>Some things have lots of causes.</li> <li>Causes can be long-term conditions or short-term triggers.</li> </ul>		<ul style="list-style-type: none"> <li>Similarities and differences exist between two individuals who lived in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Place a small selection of sources in order, from most to least recent.</li> </ul>





# Disciplinary knowledge (KS2)



	Historical Significance	Cause	Change & Continuity	Similarity & Difference	Historical Evidence	Chronology
Y3		<ul style="list-style-type: none"> <li>Some things have lots of causes that are connected in some way.</li> </ul>		<ul style="list-style-type: none"> <li>Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Archaeology is the branch of history that deals with remains of human life.</li> <li>There are limits to what historians can learn from any collection of sources.</li> <li>Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose to analyse it critically.</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary like decade and century.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Historians can set their own criteria for what they consider to be significant and why it should be studied</li> </ul>			<ul style="list-style-type: none"> <li>Historians can consider the similarities and differences between people in two historical civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>Local history archives can be an invaluable source of information for historians.</li> <li>Political maps have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical periods using dates (AD only) and as a given number of years ago.</li> <li>Place dates (AD only) on a timeline.</li> <li>Convert between a year and a century.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence.</li> </ul>	<ul style="list-style-type: none"> <li>Causes can be categorised as economic, physical, institutional, social, environmental etc.</li> <li>Historians can argue that one cause is more important than another.</li> </ul>	<ul style="list-style-type: none"> <li>Changes do not follow one trajectory.</li> <li>Changes do not always mean progress.</li> <li>Changes can take place gradually (evolution) or very rapidly and completely (revolution).</li> </ul>	<ul style="list-style-type: none"> <li>Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality or other characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Historians cross-reference sources in order to build confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use AD/BC and CE/BCE accurately</li> <li>Use vocabulary like decade, century and millennium.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>What historians consider to be significant is different to different people at different places and times.</li> <li>We, as historians, can recognise reasons for why we are studying something in a particular place or time.</li> </ul>	<ul style="list-style-type: none"> <li>Historians interpret primary and secondary sources and build arguments that can explain the causes of events.</li> </ul>			<ul style="list-style-type: none"> <li>Archaeologists follow a similar process to scientists: Planning; Measure &amp; Observe; Record &amp; Present; Analyse &amp; Evaluate</li> </ul>	
KS3+	<ul style="list-style-type: none"> <li>Historical significance is not fixed or ascribed, but is a social and cultural process that historians need to be mindful of.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the historiography of causation; historians' arguments are always informed by the time and place in which they live(d).</li> </ul>	<ul style="list-style-type: none"> <li>Consider the nature, pace and extent of change over time, and how interpretations of these changes have also changed!</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions about when and how it is appropriate to generalise or group individuals</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the usefulness of sources, recognising bias and intentions, and understanding their limitations.</li> <li>Analysing a wide range of sources in increasingly creative ways.</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical periods or events using any date, and millions of years ago</li> </ul>



