

**DMS History Progression 2021-22**  
**(KS1-2)**

Pupils will acquire a coherent knowledge and understanding of Britain’s past and that of the wider world. Pupils will know, apply, and understand the following specified processes that inform and underpin the History curriculum below.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Knowledge</b> <b>(1)</b>	<p>Know the following words and phrases: old, new and a long time ago.</p> <p>Know how to ask and answer questions about old and new objects.</p>	<p>Know the following words and phrases: before, after, past, present, then and now.</p> <p><b>(5)</b> Know the life of someone <b>famous</b> from Britain who lived in the past. Know what they did earlier and what they did later.</p>	<p>Know events from the past using dates to demonstrate when things happened.</p> <p>Know how to use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>Know how to use mathematical skills to work out how long ago events happened.</p>
<b>Change and Continuity</b> <b>(2)</b>	<p>Know how personal growth/change takes place from birth to the present.</p> <p>Know what an object from the past might have been used for.</p>	<p>Know that were differences between generations e.g. grandparents, parents.</p>	<p>Know some of the times when Britain was invaded.</p> <p>Know how to research in order to find similarities and differences between two or more periods of history.</p>
<b>Sources</b> <b>(3)</b>	<p>Know that some objects belonged to the past.</p> <p>Know how to differentiate between old and new things in a picture.</p>	<p>Know how to find things out about the past by talking to an older person.</p>	<p>Know how to use research skills to find answers to specific historical questions.</p>
<b>Causation</b> <b>(4)</b>	<p>Know how some people have helped us to have better lives.</p>	<p>Know how to answer questions using books and the internet.</p>	
<b>Significance</b> <b>(5)</b>		<p><b>(3)</b> Know how to research the life of a famous person from the past using different <b>sources of evidence</b>.</p>	<p>Know how an event from the past has shaped our life today.</p>

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	Year 4	Year 5	Year 6
<b>Knowledge</b> <b>(1)</b>	<p>Know how to plot events on a timeline using centuries.</p> <p>Know how to use mathematical skills to round up time in centuries and decades.</p> <p><b>(2)</b> Know what it was like for children in a <b>given period of</b> history using research and present my findings to an audience.</p>	<p><b>(5)</b> Know how to draw a <b>timeline</b> with different historical periods showing key historical events or lives of <b>significant people</b>.</p> <p><b>(4)</b> Know how parliament <b>affects</b> decision making in England.</p> <p><b>(2)</b> Know how our locality has changed over time.</p>	<p>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Know what the main events from a period of history, the order of events and what happened.</p> <p>Know how Britain has had a major influence on the world.</p> <p>Know features of historical events and way of life from periods I have studied; presenting to an audience.</p> <p><b>(3)</b> Know a key event from Britain's past using a range of evidence from different <b>sources</b>.</p>
<b>Change and Continuity</b> <b>(2)</b>	<p>Know how the lives of wealthy people were different from lives of poorer people.</p> <p><b>(3)</b> Know that there are two different versions of events using <b>research</b>.</p>	<p>Know how things have changed or stayed the same through comparing two events.</p> <p>Know how crime and punishment has changed over time.</p>	<p>Know how Britain may have learnt from other countries and civilizations (historically more recently)</p> <p>Know some differences, similarities and changes between different periods of history.</p>
<b>Sources</b> <b>(3)</b>	<p>Know how historic items and artefacts can be used to help build a picture of life in the past.</p>	<p><b>(4)</b> Know how to test out a hypothesis in order to answer questions.</p>	<p>Know the main features of propaganda.</p>
<b>Causation</b> <b>(4)</b>			
<b>Significance</b> <b>(5)</b>			

	Year 7	Year 8	Year 9	Year 10-12

		changes that have happened in those periods		Know that some people/events can be more important than others
<b>Change and Continuity</b>	Know some areas of history that have changed or stayed the same	Know how several past societies has changed or stayed the same  Know how to begin judging the extent to which things have changed by	Know how to assess the extent to which an event or person has changed or stayed the same across different periods  Know that patterns can be recognised over time	Know what has changed, what stayed the same and by how much across different periods and within the same periods  Know how to recognise patterns over time consistently
<b>Sources</b>	Know how to answer questions about the past using sources of information	Know how to use sources to describe different opinions	Know some reasons for different interpretations of the past  Know how to relate examples from sources to a question	Know how to begin explaining why different interpretations of the past have arisen  Know how to support an argument using several sources
<b>Causation</b>	Know that events happen for at least 3 detailed reasons	Know that studying the main events supports understanding causes and consequences	Know how one event can lead into another	Know how an event can be explained through multiple causes  Know how causes can begin to be grouped (e.g. chronologically)  Know how to describe patterns over time
<b>Significance</b>	Know some historically significant events or people	Know that historically significant events, people and changes might be judged more important than others and why	Know that there are different opinions about events or people from the past	Know clear reasons for different interpretations  Know what is/isn't significant using criteria to form judgements

**DMS History Progression 2021-22  
(KS3-4)**