

Vision: We want our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. History helps children to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. We hope that their knowledge and historical skills will help them make more informed life choices and go on to make a valuable contribution to life in modern Britain. Our local area of Dartmoor and the surrounding towns and villages have a rich and diverse history with a human timeline that stretches back as far as the Mesolithic period, 10,000 years ago. We believe this should drive our curriculum, along with familiar stories so that our children develop their understanding of the community in which they are rooted and the diversity of their own country, the UK and the wider world.



Disciplinary knowledge in history	Cause and consequence (How historians make judgments about why an event occurred, or the consequences of an event)	Chronological understanding (How historians secure a timeline of the past and coherent narratives across time)	Similarity and difference / change and continuity (How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period and the nature or pace of change across time)	Sources of evidence (How historians use sources to make claims about the past)	Historical interpretations / significance (How and why historical interpretations are different and why historians ascribe significance to historical people or events))
EYFS	Children begin to develop an understanding of why things happened in the past.	Children can make sense of their own history.	Children know some similarities and differences between things in the past and now	Children can find answers to simple questions about the past from sources of information.	Children know some key information about the past through settings, characters and events encountered in books.
KS1 progression statements	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.	Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.
Year 1	Pupils identify at least one relevant cause for, and effect of, several events covered.	Pupils recognise the difference between past and present in their own and others' lives. They can depict on a timeline the sequence of a few objects and/or pieces of information. Pupils can sequence events in their life.	Pupils identify a few similarities, differences and changes occurring within a particular unit of study.	With guidance, pupils can extract information from several different types of sources including written, visual and oral sources and artefacts. They can find answers to simple questions about the past using sources of information.	Pupils can consider one reason why an event or person might be significant. They are beginning to distinguish between fact and fiction
Year 2	Pupils confidently identify several relevant causes and	Pupils can sequence independently on an annotated timeline a	Pupils accurately identify and describe a range of similarities,	Pupils select information independently from several different types of sources	Pupils identify a range of significant aspects of a theme, society, period or person and

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	effects for some of the main events covered.	number of objects or events related to particular themes, events, periods, societies and people. They can understand time securely and use a wider range of time terms. Pupils can sequence artefacts for different periods of time and match artefacts to the people of different ages.	differences and changes within a specific time period.	including written, visual and oral sources and artefacts to answer historical questions. They observe and handle sources of evidence to answer questions about the past on the basis of simple observations.	offer some comments on why they have selected these aspects. Pupils compare different versions of events from the past.
Disciplinary knowledge in history	Cause and consequence	Chronological understanding	Similarity and difference / change and continuity	Sources of evidence	Historical interpretations / significance
Lower KS2 progression statements	Address and devise historically valid questions about cause.	Develop chronologically secure knowledge and understanding of British, local and world history.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Understand how our knowledge of the past is constructed from a range of sources.	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.
Year 3	Pupils can comment on the importance of causes and effects for some of the key events and developments.	Pupils can sequence some events, objects, themes, periods and people from history covered by providing a few dates and/or period labels and terms. Place the time studied on a timeline. Use dates and terms related to the unit and the passing of time.	Pupils can make valid statements about the main similarities, differences and changes occurring in the units studied.	Pupils can recognise possible uses of a range of sources for answering historical enquiries. Begin to use the library and internet to research a specific enquiry. Use sources of evidence to build up a picture of a past event.	Pupils can select what is most significant in a historical account and can provide a reason why two accounts of the same event might differ. Pupils can distinguish between different sources of evidence, comparing the versions of the same story.
Year 4	Pupils can explain with confidence the significance of particular causes and effects	Pupils can sequence a number of the most significant events, objects, themes, societies,	Pupils can explain why certain changes and developments were of particular significance	Pupils can comment on the usefulness and reliability of a	Pupils can explain why some aspects of historical accounts,

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	for many of the key events and developments studied.	periods and people using some dates, period labels and terms. Place events from the period studies on a timeline. Use an increasing range of terms related to the period and begin to date events within and across the periods studied.	within and across time periods studied.	range of sources for particular enquiries and ask a variety of questions to find out more about the past.	themes or periods are significant. They can comment on a range of possible reasons for differences in a number of accounts and evaluate the usefulness of different sources of evidence.
Disciplinary knowledge in history	Cause and consequence	Chronological understanding	Similarity and difference / change and continuity	Sources of evidence	Historical interpretations / significance
UKS2 Progression statements	Address and devise historically valid questions about cause and effect.	Develop chronologically secure knowledge and understanding of British, local and world history.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Understand how our knowledge of the past is constructed from a range of sources.	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.
Year 5	Pupils can explain the role and significance of different causes and effects of a range of events and developments.	Pupils can sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms. They can make informed comparisons between different times in the past.	Pupils can compare similarities, differences and changes within and across History, e.g., in terms of importance, progress or the type and nature of the change.	Pupils can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. They can select relevant sections of information using research with increasing confidence to answer a line of enquiry.	Pupils can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. They can explain how and why it is possible to have different interpretations of the same event or person and link sources / work out how conclusions were arrived at.

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					Pupils are aware that different evidence may lead to different conclusions.
Year 6	Pupils can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects	Pupils can explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms accurately. They can sequence several historical events on a timeline, considering the relationships to each other. Pupils have a confident chronological overview of the key periods studied across KS2.	Pupils can compare similarities, differences and changes within and across a wide range of periods in suitable depth. They can articulate a coherent narrative that highlights the depth of their knowledge and understanding.	Pupils can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. They can suggest omissions in information and suggest the means of finding this out. Pupils can bring together knowledge from different sources of information in a fluent account.	Pupils can compare the significance of events, developments and people across History and time periods studied. They can understand and explain the nature and reasons for different interpretations in a range of topics. They can consider how to check the accuracy of interpretations- fact, fiction or opinion. Pupils can confidently use sources of information such as the library/ the internet to follow up a line of enquiry.