

HISTORY CURRICULUM - Disciplinary Knowledge

EYFS	
DISCIPLINARY KNOWLEDGE	<ol style="list-style-type: none"> 1. Begin to understand how they have grown and changed since a baby. 2. Begin to understand that things happened before they were born and talk about some things that may look different. 3. Talk about characters, events and images from the past. 4. Begin to explore books, pictures, artefacts, IT to find out and talk about the past. 5. Begin to be aware that time passes and things change.
BREADTH	
Understanding the World Milestones.	

KS1	
DISCIPLINARY KNOWLEDGE	<ol style="list-style-type: none"> 1. Understand chronology. 2. Identify and explain similarities and differences in historical events, people and periods. 3. Identify similarities and differences of historical periods. 4. Know ways in which we can find out about the past. 5. Conveys an awareness of the past in a variety of ways.
BREADTH	
Cycle A Aut 1 The Battle of Hastings	Cycle B Aut 1 Real Life Heroes , Pandemic, Tom Moore, F Nightingale

LKS2	
DISCIPLINARY KNOWLEDGE	<ol style="list-style-type: none"> 1. Begin to understand a chronologically secure knowledge of British, local and world history. 2. Note connections, contrasts and trends over time using appropriate historical terms. 3. Identify change, cause, similarity/difference and significance of historical periods. 4. Understand how knowledge of the past is constructed from different sources. 5. Present recalled or selected information in a variety of ways using specialist terms.
BREADTH	
Cycle A Autumn 1 & 2 Invasions of Britain throughout history. Chronology then Romans focus	Cycle B Autumn 1 & 2 Stone Age, Iron Age, Bronze Age Britain overview, Comparison to Ancient Egypt civilisation.

UKS2	
DISCIPLINARY KNOWLEDGE	<ol style="list-style-type: none"> 1. Have a secure chronological knowledge of British, local and world history. 2. Explain connections, contrasts and trends over time using appropriate historical terms. 3. Identify and explain the change, cause, similarity/difference and significance of historical periods. 4. Consider the validity of sources used to construct knowledge of the past. 5. Begin to produce structured work, making appropriate use of dates and terms.
BREADTH	
Cycle A Aut 1 & 2 WW2 and The Battle of Britain	Cycle B Aut 1 & 2 Mayan Civilisation- Comparison to ancient Britain