



Disciplinary Concepts in History at Bretherton Endowed

These concepts shape the way we 'go about' doing history. They show the form of knowledge history may take and should be woven through units.

Concept	Definition	Example questions	Coverage				
Chronology	The very first step in grasping history is to understand chronology. 'Chronology' means the order in time in which events occurred. Chronology helps us to understand our own identity and create a context for understanding the present. Establishing a chronology of events helps us to make connections and see the wider implications within the timeline of history. It helps us to build up a sense of how periods and events fit together in a sequence and how important events and civilizations often overlap	<ul style="list-style-type: none"> • What is the chronology of my own life? What is the chronology of my parent's life? • What is the difference between the artefacts from the past and examples we have in the present? • Where does this significant individual fit within the time period studied? • How are these events sequenced? • What time period overlapped with the civilization we are exploring? Are the two connected? 	All classes				
Disciplinary Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Know how to put 3 events / objects in the correct order they happened / were made Know how to use terms like before / after old/new correctly.	Know how to put 5 events / objects in the correct order they happened / were made. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago	Know how to locate key events/periods studied on a timeline: Know the meaning of: AD, BC, century, millenium	Know how to locate and place the key events/periods studied on a timeline: Know the meaning of: decade, ancient, modern	Know how to order and place the key periods and events studied: Know the CE and BCE can be used instead of AD and BC	Know how to order and place the key periods and events studied: Know the relationship between date and century (dates starting from 100AD are 2nd century)

Continuity and change	<p>'Change' refers to something that is obviously different from what occurred previously and can often occur over a long period of time and across civilizations, so it can be hard to pin-point an exact moment of change. When there is a sudden and clear change, usually as the result of a single event, this is usually referred to as a 'Turning Point' in history. Not all things do change over time, some things remain the same and may even influence how we act and live today. 'Continuity' refers to things that stay the same, relatively unchanged, over time.</p>	<ul style="list-style-type: none"> • What kind of historical development are you focusing on (e.g. religious, political, economic, cultural, etc.)? • What was the situation like before this occurred? • What was clearly different after this occurred? • What were the direct causes of the changes? • What were the reasons that some things remained the same and continued? 	Class 2,3,4				
Disciplinary Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity and Change	To observe and describe things that have changed and stayed the same from my life	<p>To explain what an object from the past might have been used for.</p> <p>To observe and describe things that have changed and stayed the same from my life and considering times before living memory</p>	<p>To describe changes over time in relation to one of the key concepts</p> <p>To observe and describe things that have changed and stayed the same from my life and times before living memory</p>	<p>I can explain the links between significant events</p> <p>I can explain what has changed and what has stayed the same in relation to one of the key concepts</p>	I can explain what has changed and what has stayed the same in relation to one or more of the key concepts	I can summarise the main events from a period of history, explaining the order of events and making connections between them.	I can justify how or why things changed or did not change over time in relation to one or more of the key concepts
Cause and consequence	Most historical events occur because of a chain of events that happened		<ul style="list-style-type: none"> • Why did the event occur? 		Class 1,2,3,4		

	<p>beforehand. Things that directly lead to another event are called ‘causes’ and there can often be several causes involved. Some causes may occur immediately beforehand, whilst others may have existed for several years. After the event has happened, there may be a range of outcomes and these are known as ‘consequences’ which can often involve change.</p>	<ul style="list-style-type: none"> • What earlier events were key to the occurrence of this main event? • What motivated the people who were involved? • Were there economic, political, military or social reasons that led to this event? • What changed in society as a result of the event? 	
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Disciplinary Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause and Consequence	Remembering events, losses in our past (lost toys, old friends)	Know about the cause of an event studied this year.	Know about the cause of an event studied this year.	Know cause of event and consequence (from KS1 and this year.)	Know cause of event and consequence: (from previous years and this year).	Know cause of event and consequence & explain why. (from previous years and this year).	Know cause of event and consequence & explain why: (from previous years and this year).

Similarity and Difference	<p>Similarity and difference helps us to move past stereotypical assumptions about the past and recognise diversity. It is based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups. Analysing similarities and differences helps us to make clear comparisons between people, perspectives, motivations and actions within different times and societies</p>	<ul style="list-style-type: none"> • How were their lives similar or different within their society according to their role? • Are there any similarities or differences with our own experiences today? • Was everyone’s perspective of the event similar or different? Why? • What comparisons can we make between the two time periods studied? 	Class 1,2,3,4
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Disciplinary Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Similarity and Difference	Name the members of their immediate and extended family	Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same.	Know simple facts about aspects of daily life studied this year. Compare with their own life. Know some things which have changed / stayed the same	Know similarities and differences between daily lives of people in the past and today. Know of main changes/constants.	Know similarities and differences between daily lives of people in the past and today: Know of main changes/constants.	Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes/constants and compare with other periods studied.	Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes / constants and compare with other periods studied Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc..	
Significance		Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them or an event that had an effect on things that followed. Not all things are significant for the same reasons and there can often be a range of reasons as to why certain people, places and events were significant then and now. Assessment and evaluation of impact is often necessary when looking at significance.		<ul style="list-style-type: none"> • In what ways have people been affected by this person, event or idea? • What changed as a direct result of this person, event or idea? • Why has this person, event or idea been discussed since that time? • What single element of this person, event or idea has been the focus of commemorations? • What did people in the past think was important about the person, event or idea? • What did this person, event or idea achieve which had not been done before? 		Class 1,2,3,4		
Disciplinary Knowledge Progression								
Significance of Events		EYFS Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)	Year 1 Know the name of a famous person and explain why they are famous.	Year 2 Know the name of a famous person and explain why they are famous.	Year 3 Know some important events, places and people:	Year 4 Know some important events, places and people:	Year 5 Know, make links & draw comparisons between some important events, places and people:	Year 6 Know, make links & draw comparisons between some important events, places and people:
Historical Enquiry		Through historical enquiry children can be shown how to ask questions, select and evaluate evidence and to make judgments about the past. It can also be a vital way of showing them that there is often more than one side to a story and that history is multi-		<ul style="list-style-type: none"> • What can I ask to find out about things that have happened in my life? • How can pictures help me find out? • What are secondary sources? 		Class 1 2 3 4		

	<p>perspective. Historical enquiry is all about asking questions or hypothesising about the past that we hope the evidence will help us to answer, but getting the enquiry question right is not always easy. In this section you will find resources and guidance that will help you to plan challenging enquiries for your children that will help them to develop as historians.</p>	<ul style="list-style-type: none"> • What is fact and fiction and how can I tell through exploring a range of secondary sources. • How is the information presented? • Can I use research skills to find answers to specific historical questions? • What are examples of primary and secondary sources? • How do historical artefacts help build up a picture of the past? • Can I evaluate the usefulness of primary and secondary sources in historical enquiry? • Can I use a range of information, including my own research, to present a historical argument? • Why do some sources include facts and opinions and how does different evidence lead to different conclusions? 	
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Disciplinary Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Use photographs to talk about their family's past Know that photographs tell stories about our past	Use historical artefacts, photographs and visits to museums etc to find out about the past.	Use historical artefacts, photographs and visits to museums etc to answer simple questions about life in the past.	Use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past.	Use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past. Know what is a primary /secondary source and give examples.	Recognise some sources may be more reliable than others Use sources to answer a question independently.	Recognise some sources may be more reliable than others and reasons for bias. Use sources to formulate a question and investigate the answers independently.
Historical Interpretation		Know what an eye-witness account is.		Look at different accounts of history: know what is fact or opinion.	Look at different version of the same event, identify differences and talk about reasons why.	Know that some evidence is propaganda, misinformation or opinion Give reasons why Evaluate evidence to choose most reliable	Know that some evidence is propaganda, misinformation or opinion Give reasons why Evaluate evidence to choose most reliable

Our 4 concepts are:

Invasion

Political

Social

Economic