History Disciplinary Concepts: Progression

To be taught in every unit	Chronology
	Historical Evidence
	Interpretation
Unit specific	Continuity & Change
	Similarities & Difference
	Reasons & Results
	Significance

Sedgefield Primary Community School

Continuity and Change - between periods and within them

Key Questions: *What key things changed in this period of history? Is this the same as it was in a different period of history? Is this different to how it was in a different period of history?*

Early Years	KS1	LKS2	UKS2
•Can talk about changes that have happened to themselves	• Can identify some old and new things and observe how they have changed. For example when looking at toys or artefacts describe what is the same and what has changed about it's current day equivalent. • Can talk about continuity and change in the context of their own lives eg what changed at school from foundation stage to year one. • Can make simple comparisons between two different periods or a period from the past and the present day, describing what has stayed the same and what has changed. • Can reason/speculate why the changes happened.	• Can identify the things that changed and stayed the same <u>within and between</u> periods. • Can recall and summarise the main changes and briefly explain reasons for why these changes occurred. • Can give their opinion of whether the changes were positive or not and reason/speculate how certain groups of people in that period may have thought about the changes. • Make links between events over time.	• Can identify and explain <u>within and between</u> periods of history: - key changes - similarities - any subtle differences between similarities - why certain changes were important - how changes may have been different in different places during the same period of history • Understand progress and talk about this in the context of the topic they are studying.
Possible Questions *What has stayed the same? What is different?*	**Possible Questions** *What has stayed the same? Why?* *What has changed?* *Give an example (tell me how) is it still like that today?*	**Possible Questions** *What has stayed the same (comparing past periods)? Why?* *What has changed?* *Why and how?* *What other period of history is that the same as?* *What other period of history is that different to?* *Is it still like that today? Why?*	**Possible Questions** *What has stayed the same (comparing past periods)? Why?* *What has changed?* *Why and how?* *Which changes were most significant? Why?* *Did it change like this everywhere or for everyone?*

Similarities and Difference

Key Questions: Was *it the same for everyone? Who was it different for? Was it the same everywhere?*

Early Years	KS1	LKS2	UKS2
•Know about similarities and differences between: - themselves and others - families - communities - traditions	• Start to recognise some similarities and differences between the past and the present • Start to understand life was different for different groups of people in the past eg rich and poor and male and female • Identify similarities and differences between ways of life in two different periods or between a period and the past and the present day • Know and recount episodes from stories and significant events in history	• Summarise the similarities and differences between the ways of life within a period of history. • Summarise the similarities and differences between ways of life between two or more periods of history. • Identify and give some examples of how life was different for different group of people in the past eg: - rich and poor - male and female - different cultures and races - different religions • Identify that this may have been different in different places at the same time • Know and recount more episodes about significant events in history in greater detail	• Summarise the similarities and differences between the ways of life within a period of history and explain reasons for them. • Summarise the similarities and differences between ways of life between several periods of history and explain reasons for them. • Explain and give examples how life was different for different people in the past: - rich and poor - male and female - different cultures and races - different religions •Explain and give examples of how this may have been different in different places at the same time. •Attempt to explain reasons for these differences or explain the reasons other give.
Possible Questions *What is the same?* *What is different?*	**Possible Questions** *Was this the same for everyone?* *How would the life of a ##### person have been different?* *Who would this have been different for?*	**Possible Questions** *Can you give an example of how life was different for someone who was there?* *Was this the same everywhere? Where was it different?* *How was it different?*	**Possible Questions** *Which groups was this different for?* *Can you give an example?* *Why was there this difference?* *Why do people believe there was this difference?* *Was this the same everywhere?* *Can you give an example to support your answer?*

Stenson Field Community School

Reasons and Results

Key Questions: *Why did that happen? What was the result of that happening?*

Early Years	KS1	LKS2	UKS2
• Question why things happen and give explanations • Begin to identify what made something happen	• Begin to recognise that significant events happened because of a cause • Identify more than one more cause for an event and decide which is more important giving their own view on why. • Begin to understand that aspects of life changed following an event	• Recognise some different types of cause, e.g. causes that built up over time, those caused by people, those caused by other events or 'accidental' causes. • Look for links and effects in time which offer a reasonable explanation for some events • Identify reasons for and results of people's actions. Understand why people may have had to do something. • Identify more than one more cause for an event and decide which is more important giving their own view on why and apply this also to results/consequences. • Address and devise historical questions about cause • Comment on the importance of cause and effects for some key events.	• Identify and explain short and long term causes of events. • Examine causes and results of great events and the impact on people. • Understand how causes link with each other and predict how something may have turned out differently if one of the causes (e.g. a person, technological invention) had not been there. • Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation - knowing key dates, characters and events of time studied
Possible Questions *What happened? Why?*	**Possible Questions** *Why did people do things?* *Why did an event happen?* *What happened as a result?*	**Possible Questions** *Why did it happen?* *What was the result?* *Who was affected?* *What was the impact of the event on others?*	**Possible Questions** *Why was it important?* *How do key events link?* *What influenced these events?*

Significance

Key Questions: *What changed as a result of this? Why was this person important/significant? Why was this event important/significant?*

Early Years	KS1	LKS2	UKS2
• Recognise and describe a special object. • Recognise and describe a special time or event in their life (self, family or friends).	• Talk about who or what was important (eg in simple historical account). • Talk about why they (who or what) were important and what changed/happened.	• Identify historically significant people and events from a period of history and what they did/happened. • Begin to identify why what they did (or what happened) was important and how it changed things for people. • Begin to think about what those at the time thought – i.e. understanding that people could not always see the significance of something when it was occurring.	• Identify historically significant people and events from a period of history. • Explain why they were significant. • Describe and explain why what they did (or what happened) was important and how it changed things for people considering the thoughts of people at this time in history.
Possible Questions *Can you tell me why that is special?* *Can you tell me what happened?*	**Possible Questions** *Who was an important person?* *What did this person do?* *What important thing happened?* *What changed after this?*	**Possible Questions** *Why was this person important?* *What did this person do that was important?* *What important thing happened and what changed as a result?*	**Possible Questions** *Why was this person important?* *Explain what this person did that was important?* *What impact did this person have on events or people?* *What impact did this event (or period of history) have on events or people?* *How did life change following this?*

Chronology

Key Questions: *When did it happen? How long did it take? Which period of history did this come after? Which period(s) of history came before?*

Early Years	KS1	LKS2	UKS2
•To place events (pictures or text) in order. •To place numbers in order To use words that indicate past •To identify how they have changed •To identify things that are from the past/old •Start to use words and phrases such as before, after, past, present, then and now.	•Use words and phrases relevant to the past such as past, present, then and now, before, after, a long time ago, 100 years ago. •Recognise that some objects belong in the past. •Understand where people and events fit within a chronological timeline and have a basic understanding of the timescale between periods/events/people. •Sequence photographs and objects on a timeline. •Understand which periods/events/people are within living memory and those which are not	•Develop an increasingly secure chronological knowledge of local, British and world history, using period labels and dates. •Use words and phrases related to a specific period. Understand more complex terms eg BC/AD. •Position events, places and people on a timeline and have an increasingly secure knowledge of the timescale between periods/events/people and the duration of specific periods. •Use mathematical knowledge to work out how long-ago events took place. •Identify some main events from a period of history (add some relevant detail about them) and order them	•Develop an increasingly secure chronological knowledge of local, British and world history, using period labels and dates. •Order a greater number of significant events, movements and dates on a timeline. Have a good understanding of the timescale between periods/events/people and the duration of periods •Describe the main changes in a period in history and place them in the correct order. •Summarise the main events from a period of history, explaining the order of events and what happened.
Possible Questions *What came before/after?* *How have you changed?*	**Possible Questions** *When did it happen?* *How long did it take?* *How do we know?* *How can we tell an object is from the past?*	**Possible Questions** *How would you describe a period?* *What do we know about this time?* *What does AC/BC mean?*	**Possible Questions** *How long ago did this event take place?* *How was life different/same? What was the sequence of key events during this period?*

Stenson Field Community School

Historical Evidence			
Early Years	**KS1**	**LKS2**	**UKS2**
• Sort some objects into new and old	• Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects) • Describe similarities and differences between artefacts • Sort some objects/artefacts between then and now • Look at pictures and photos to identify things from the past	• Identify different sources that have given them information about the period they are studying. • Identify if a piece of evidence is first-hand or someone's view. Identify details in pictures and artefacts. • Use evidence from a source to answer a question or support and answer	• Begin to identify primary and secondary sources. • Identify different evidence that supports a point they are making • Select relevant sections of historical information to answer a question/enquiry

Stenson Valley Community School

Interpretation

Early Years	KS1	LKS2	UKS2
• Understand people have had different experiences • Understand people have different things. • Understand people might like different things.	• Identify different ways in which the past is represented. • Identify that two people could explain something differently or retell a story in a different way.	• Understand that different versions of the past may exist. • Begin to consider why there are different versions of events (fact or fiction). • That these may vary depending upon a person's place/role/side in history.	• Understand that different versions of the past may exist and give reasons why. • Compare accounts of events from different sources. • Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history. • Make connections between different sources of evidence and identify the different interpretations. • Understand the importance of checking the accuracy of interpretations/evidence

Stenson Field Primary Community School