










History

Disciplinary Knowledge and Concepts – Thinking like a historian

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Children learn disciplinary knowledge within relevant historical contexts (i.e. the substantive themes such as Ancient Greece). They answer key questions and this enables them to place their historical knowledge in a broad context. It helps children to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 disciplinary concepts that are systematically developed in our history curriculum:

- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
- Change and continuity - analysing the pace, nature and extent of change.
- Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- Consequence - understanding the relationship between an event and other future events.
- Sources and Evidence – understanding how we can gather clues about past and create conclusions.
- Historical interpretations - understanding how and why different accounts of the past are constructed

	Similarities and differences 	Historical Significance 	Change and continuity 	Cause 	Sources and Evidence 	Consequence 	Historical Interpretation 
Early Years	Know about similarities and differences between themselves and others. Start to understand life was different for people in the past.						
Key Stage 1	Begin to understand that life was different for people in the past	Recognise the changes an event caused	Recognise old and new things in a picture Identify what was different and what was the same when their parents and grandparents were children Identify differences changes from an event beyond living memory	Begin to recognise that significant events happened because of a cause Begin to give reasons for the actions of significant historical figures			
Lower Key Stage 2	Identify how life was different for different people in the past: rich and poor, adult and child Identify that this may have been different in different places at the same time	Begin to identify why / what happened and what was important	Identify changes between and within periods Make links between events over time. Begin to note the similarities and differences: within current period of history being studied Compare changes between a current time period and one	Identify reasons for and results of people's actions understand people's motives Address and devise historical questions about cause	Identify different sources that have given them information about the period they are studying Identify Primary and Secondary sources Identify evidence in pictures and artefacts. Use evidence from a source to answer a question	Look for links and consequences in time studied and offer reasons for these	



			that has been previously studied				
Upper Key Stage 2	<p>Explain how life was different for different people in the past: rich and poor, different cultures and races, different religions</p> <p>Explain that this may have been different in different places at the same time</p> <p>Provide and explain reasons for these differences or explain the reasons others give</p>	<p>Explain why people and events were significant. Describe and explain what happened and how it impacted society / the wider world.</p>	<p>Can identify within and between periods of history</p> <p>Explain the changes between an increasing number of historical periods</p> <p>Describe how changes impacted the world / society</p> <p>Explain how changes may have been different in different places during the same period of history</p>	<p>Examine causes and results of great events and the impact on people</p> <p>Short- and long-term causes of events identified and explained</p>	<p>Begin to identify primary and secondary sources.</p> <p>Identify different evidence that supports a point they are making</p> <p>Select relevant sections of historical information to answer a question/enquiry</p> <p>Recognise a sources usefulness or limitations</p>	<p>Write an explanation of a historically significant event in terms of cause and consequence using evidence to support and illustrate their explanation</p>	<p>Understand that different versions of the past may exist and give reasons why.</p> <p>Compare accounts of events from different sources. Explain why there are different versions of events (fact or fiction).</p> <p>Understand the importance of checking the accuracy of interpretations/evidence</p>

