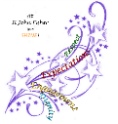
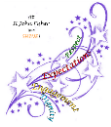


St. John Fisher Catholic Nursery & Primary School

National Curriculum: Historical Disciplinary Concepts

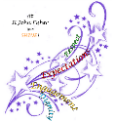
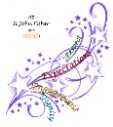
“We are not makers of history. We are made by history.” – Martin Luther King, Jr.

Year Group	Chronology (How historians secure a timeline of the past and coherent narratives across time)	Historical Significance & Interpretation (How and why historical interpretations are different and why historians ascribe significance to historical people or events)	Similarity & Difference/ Continuity & Change (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)	Cause & Consequence (How historians make judgments about why an event occurred, or the consequences of an event)
National Curriculum	<p>KS1: Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later</p> <p>KS2: Develop chronologically secure knowledge and understanding of British, local and world history</p>	<p>KS1: Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p>KS2: Address and devise historically valid questions about Significance. Understand how our knowledge of the past is constructed from a range of sources</p>	<p>KS1: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>KS2: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p>	<p>KS1: Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p> <p>KS2: Understand how our knowledge of the past is constructed from a range of sources</p>	<p>KS1: 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</p> <p>KS2: Address and devise historically valid questions about cause and effect.</p>
EYFS	<ul style="list-style-type: none"> - Use everyday language related to time - Order and sequence familiar events - Describe main story settings, events and principal characters. - Talk about past and present events in their own lives and in lives of family members. <p><i>Children can make sense of their own history.</i></p>	<ul style="list-style-type: none"> - To know some key information about the past through settings, characters and events encountered in books. 	<ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now 	<ul style="list-style-type: none"> - Find answers to simple questions about the past from sources of information. - Know that information can be retrieved from books and computers 	<ul style="list-style-type: none"> - Use talk to organise, sequence and clarify thinking, ideas, feelings, events. - Be curious about people and show interest in stories Answer ‘how’ and ‘why’ questions ... in response to stories or events.
Year 1	<ul style="list-style-type: none"> - Sequence some events in order of time (up to 100 years) - Recount changes in my own life over time and place significant events in chronological order. - Describe events that happened in the past. - Use words related to time such as old, new, past, now, before and after, a long time ago, in the future etc. <p><i>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</i></p>	<ul style="list-style-type: none"> - Recall some facts about events that happened beyond living memory. - Consider one reason why an event or person might be significant. - Begin to distinguish between fact and Fiction. 	<ul style="list-style-type: none"> - Identify a few similarities, differences and changes occurring within a particular unit of study. - Tell the difference between past and present in their own and other peoples’ lives. - Identify some differences between ways of life and artefacts from different times 	<ul style="list-style-type: none"> - Finds answers to simple questions about the past from sources of information. - Begin to identify details from the past from sources (e.g. pictures or stories). - Start to look at different sources to extract information– pictures, photographs, artefacts, visitors and visitors from the art gallery. 	<ul style="list-style-type: none"> - To start to recognise ‘why things happened’ and ‘what happened as a result.’ - Identify at least one relevant cause for, and effect of, several events covered.
Year 2	<ul style="list-style-type: none"> - Puts 3 or more people, events or objects in order using a given scale beyond 100 years. 	<ul style="list-style-type: none"> - Understands the actions of significant individuals of the past 	<ul style="list-style-type: none"> - Uses information to describe differences between then and now. - Recount changes in own lifetime and compare to others from different in other eras. 	<ul style="list-style-type: none"> - Select information independently from several different types of sources including written, visual and 	<ul style="list-style-type: none"> - Recognise and talk about why people did things, why events happened and what happened as a result.



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	<ul style="list-style-type: none"> - Place a range of objects and events in chronological order. - Place events on a timeline using a given scale. - Use common words and phrases relating to the passing of time – yesterday, tomorrow, in the future, in the past, present, ancient times. - Estimates the chronology of events/people given features. <p><i>Pupils can sequence independently on an annotated timeline a 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.</i></p>	<ul style="list-style-type: none"> - Ask and answer questions about the past e.g. what is it? What was it used for? How do we know? Who would have used this? - Discuss different possible answers to questions about the past. - Asks and answers questions such as “What was it like for...?” “How long ago did ___ happen?” -Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. -Compare different versions of events from the past. 	<ul style="list-style-type: none"> -Accurately identify and describe a range of similarities, differences and changes within a specific time period. 	<ul style="list-style-type: none"> oral sources and artefacts to answer historical questions. -Observe and handle sources of evidence to answer questions about the past on the basis of simple observations. - Compare sources to determine fact or fiction. - Look at books and pictures (eye-witness accounts, photos, artefacts, buildings and fieldwork visits) to form own ideas about the past. 	<ul style="list-style-type: none"> -Confidently identify several relevant causes and effects for some of the main events covered.
Year 3	<ul style="list-style-type: none"> - Sequence several events and artefacts across the periods studied this year. - Start using timelines that go beyond their period studied. - Use dates and terms related to their periods studied and the passing of time. - Uses timelines to organise events and significant people so far. - Uses timelines to place events in order (intervals of 10/100). - Understands timeline can be divided into BC and AD. - Uses words and phrases: century, decade. - Shows changes on a timeline. <p><i>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.</i></p>	<ul style="list-style-type: none"> - Give reasons for why the past is interpreted in different ways. - Select what is most significant in a historical account and can provide a reason why two accounts of the same event might differ. -Distinguish between different sources of evidence, comparing the versions of the same story. 	<ul style="list-style-type: none"> - Describes similarities and differences between people, events and objects. - Make valid statements about the main similarities, differences and changes occurring in the units studied. 	<ul style="list-style-type: none"> -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 or period - Uses evidence to find out how clothes, homes, recreation, laws etc. may have changed during a time period. 	<ul style="list-style-type: none"> - Compare with our life today. - Identify reasons for and results of people’s actions. - Understand why people may have had to do something. -Comment on the importance of causes and effects for some of the key events and developments.
Year 4	<ul style="list-style-type: none"> - Uses timelines with intervals of 10/100/1000 years. - Begins to appreciate length of time for different periods. - Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. - Names and places dates of significant events from past on a timeline. - Uses words and phrases: century, decade, BC, AD, after, before, during. 	<ul style="list-style-type: none"> - Know that people in the past represent events or ideas in a way that persuades others. -Explain why some aspects of historical accounts, themes or periods are significant. -Comment on a range of possible reasons for differences in a number of accounts and evaluate the usefulness of different sources of evidence. 	<ul style="list-style-type: none"> -Explain why certain changes and developments were of particular significance within and across time periods studied. - Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. - Make links between rich and poor. Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> - Pupils can comment on the usefulness and reliability of a range of sources for particular enquiries and ask a variety of questions to find out more about the past. 	<ul style="list-style-type: none"> -Pupils can explain with confidence the significance of particular causes and effects for many of the key events and developments studied.



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	<p><i>Pupils can sequence a number of the most significant events, objects, themes, societies, 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.</i></p>		<p>- Use evidence to reconstruct life in time studied. Look for links and effects in time studied and the effect on life today.</p>		
Year 5	<ul style="list-style-type: none"> - Uses timelines to place and sequence local, national and international events (5 or more events) - Begins to design own timeline to sequence events learned. - Sequences historical periods. - Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period. <p><i>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.</i></p>	<ul style="list-style-type: none"> - Explain why particular aspects of a historical event, development, society or person were of particular significance. - 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 - Chn are aware that different evidence may lead to different conclusions 	<ul style="list-style-type: none"> - Compare similarities, differences and changes within and across History, e.g., in terms of importance, progress or the type and nature of the change 	<ul style="list-style-type: none"> - Comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. - Select relevant sections of information using research with increasing confidence to answer a line of enquiry. 	<ul style="list-style-type: none"> - Explain the role and significance of different causes and effects of a range of events and developments. - Give some causes and consequences of the main events, situations and changes in the periods studied. - Examine causes and results of great events and the impact on people.
Year 6	<ul style="list-style-type: none"> - Creates own timelines to place events, periods and cultural movements from around the world. - Uses timelines to demonstrate periods of time and passing of time. - Names date of any significant event studied from past and place it correctly on a timeline. Identifies how any of above may have changed during a time period. - Shows identified changes on a timeline. <p><i>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.</i></p>	<ul style="list-style-type: none"> - Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. - Gives own reasons why changes may have occurred, backed up with evidence. - Compare the significance of events, developments and people across History and time periods studied. - Understand and explain the nature and reasons for different interpretations in a range of topics. - 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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. - Suggest omissions in information and suggest the means of finding this out. - Bring together knowledge from different sources of information in a fluent account. 	<ul style="list-style-type: none"> - Comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. - Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.