



CHRONOLOGY

- Organise learning into coherent narratives and mental timelines, both within-period and across periods.
- Remember simple features of historical periods.
- Understand how historical periods connect with each other, avoid disconnected understanding of the past.
- Know elements of past represent wider beliefs and values. (Mummification -> beliefs) (Victorian workhouse children -> society)
- Build knowledge of concepts across timelines, such as religion, empire, democracy etc.
- Know what significance is and how and why historians see events and individuals as significant
- Understand significance is given to things by historians rather than automatically being significant
- Consider why things are seen or not seen as significant
- Know the factors that can lead to historical significance – e.g. wide impact on large numbers of people, several years in the future



SIGNIFICANCE

- Understand the similarities and differences of peoples' experiences in different historical periods.
- Understand the differences between people, groups, experiences or places in the same historical period.
- Use generalisations to understand similarities and differences but know their limitations



SIMILARITY &
DIFFERENCE



SOURCES &
EVIDENCE

- Know that a historical source is used as evidence about what happened in the past.
- Use a variety of different sources: physical, written, stories, pictures, photographs, music.
- Understand the background around any artefact, or collection of artefacts.
- Know how historians have interpreted a source or artefact
- Draw strong inferences by only looking at sources with a strong background knowledge in from the unit



CAUSE &
CONSEQUENCE

- Examine the causes of why (or how) events or changes occurred.
- Select and combine information about potential causes and shape them into an explanation.
- Know how historians construct such arguments.
- Use models and diagrams to develop understanding of cause and consequences.
- Know that certain events were not inevitable



CONTINUITY &
CHANGE

- Consider the pace and extent of change.
- Know that change is a continuous process over time rather than a single event
- Question 'What changed?' and 'What stayed the same or similar?'
- Frame learning around 'Extent or degree' or 'pace or rate'
- Use historical language to explain change
- Use visual representation/diagrams/ models to explain changes



HISTORICAL
INTERPRETATION

- Understand that different historical accounts of the past are created.
- Question "Why do historians disagree about...?"
- Know interpretations are not fixed or given and come from different analysis of evidence
- Understand different interpretations, rather than making their own



COMMUNICATION OF
IDEAS

- Know that historians use evidence to learn from the past but then communicate their ideas to others
- Know that many historians might write books, teach others or present television programmes
- Know that some historians write down what they think the story of the past was and others write why they think things happened in the past.
- Talk about their understanding of the past, using the other disciplinary areas
- Write like a historian, communicating ideas about the past