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**History disciplinary skills progression**

Alongside the substantive concepts children will be taught through our History curriculum, children will also be taught disciplinary skills. These are skills which relate to how historians investigate the past, make enquiries and construct historical claims. These skills will be introduced in EYFS and built on within the key stages.

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|  | **Early Years** | **Key Stage 1** | **Key Stage 2** |
| **Source and Evidence** | * Begin to understand the ways in which we can find out information – books, films, people etc.
 | * Understand the difference between ‘source’ and ‘evidence.’
* Identify ways in which we can find out about the past.
* Ask simple questions and begin to form simple judgements about the past based on sources.
 | * Understand that the misconception of bias of a source means that it can’t be used to understand the past is false.
* Identify ways in which the past has been depicted.
* Ask questions and form judgements about the past based on sources.
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| **Historical interpretations** | * Explain what is read to them.
 | * Identify different ways in which the past is represented.
 | * Understand that different versions of the past may exist, giving some reasons for this.
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| **Change and Continuity** | * Look closely at similarities and differences, patterns and change
* Develop an understanding of growth, decay and changes over time.
 | * Identify similarities and differences between ways of life in different periods.
 | * Describe and make links between main events, situations and changes within and across different periods/societies.
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| **Similarity and Difference** | * Know and similarities and differences between themselves and others and amongst families, communities and traditions.
 | * Make simple observations about different types of people, events and beliefs within periods.
 | * Describe social, cultural, religious and ethnic diversity in Britain and the wider world.
* Make observations about what was the same and/or different in studied periods.
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| **Causation and consequence** | * Question why things happen and give explanations.
 | * Recognise why people did things, why events happened about what happened as a result of this.
 | * Identify and give reasons for, and the result of, historical events, situations and changes.
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| **Historical significance** | * Recognise and describe special times or events for themselves and their family and friends.
 | * Talk about who was important (e.g. In a simple historical account).
 | * Identify historically significant people and events in situations.
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**Change and Continuity** - This relates to the pace, nature and extent or characterisation of change.

**Similarity and Difference** - This refers to the extent and type of difference between people, groups, experiences or places in the same historical period. It often involves detecting and analysing generalisations. *Pupils should be taught about their limitations.*

**Causation** - This requires teaching pupils to use detailed and developed substantive knowledge to examine how and why events or states of affairs occurred or emerged. Selecting and combining information that might be deemed a potential cause and shaping it into a rational explanation.

**Historical Significance** - This refers to how and why historians attribute importance to events, trends and individuals. Equally, it is also important to consider historical silence: why certain events, trends and individuals haven’t been considered significant.

**Historical Interpretation** - Understanding how and why different views and accounts of the past are constructed. *Moreover, to engage critically with historical interpretations, pupils require secure substantive knowledge of 2 contexts – the events or period described in the interpretation, and the context in which the interpretation was constructed. For example, to learn about how interpretations of the British Empire have changed over time, pupils would need secure knowledge of the aspects of the British Empire that are being interpreted, and of the contexts in which these later interpretations were produced.*

**Source and Evidence** - What is the difference between a source and evidence? A source is anything that contains information about the past. Evidence is what we take from that source to utilise it for a specific purpose.

* *Pupils learn how historians use a range of sources as evidence to construct knowledge, challenge or test claims about the past.*
* *The questions they ask of the evidence, and how they form judgements from this evidence.*
* *The national curriculum refers to this in both Key Stages 1 and 2 in two main parts:*
1. *The different ways in which we find out about the past.*
2. *The different ways in which the past has been depicted.*

**General misconception is that bias in a source is a bad thing.** ‘Is bias within a written source useful information of the past’? Is the source unreliable or useful evidence pertaining to the authors attitudes?