|  |  |  |  |
| --- | --- | --- | --- |
| **History at St Bede’s** | | | |
| Why do historians read? | Write like a historian  **Disciplinary knowledge** |  | Key Threshold Concepts |
| To find evidence and gather information.  To learn about past events  To analyse and make predictions | **Cause** - this relates to the art of causal reasoning: how and why events or states of affairs occurred or emerged.  **Consequence** – This relates to the consequences of an event or development,  **Change and continuity** – This relates to historical analysis of the pace, nature and extent of change.  **Similarities and differences**– This relates to historical analysis of the extent and type of differences between people, groups, experiences or places usually in the same historical period  **Significance** – This focuses on how and why historical events, trends and individuals are ascribed to historical significance. | A blue and white circle with a brain in the head  Description automatically generated**A blue and white circle with a magnifying glass  Description automatically generatedA blue and white circle with a chat bubble  Description automatically generatedA blue and white clock  Description automatically generated** | **CHRONOLOGY**  Place historical periods in time and discuss their chronology on a timeline in relation to other time periods.  **INVESTIGATING THE PAST**  Understand and evaluate how the past is constructed using contemporary source material.  **COMMUNICATING HISTORY**  Use historical terms and vocabulary, ask and answer questions, construct argument and reach a conclusion.  **THINKING LIKE A HISTORIAN**  Explain change and continuity, cause and consequence, similarity and difference and the significance of events and people. |