

### Intent

Our History curriculum is designed to offer a coherently planned sequence of lessons to help our teachers ensure they have progressively covered the skills and concepts required in the national curriculum. Our Topic plans identify the periods of history to be studied and outlines in more detail the substantive knowledge of each of these units of work. History aims to develop children's understanding of substantive concepts, which are revisited throughout different units and are identified in the overview below. Historical enquiry skills are built upon progressively throughout the units and include: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events and People in the Past; Presenting, Organising and Communicating; and Substantive Concepts and Historical Vocabulary. In addition to this, progression of disciplinary concepts are also woven into units and include: Continuity and Change; Cause and Consequence; Similarities and Differences; and Historical Significance.

The coverage of some history in KS1, such as 'Travel and Transport' and 'Famous People, enables children to acquire an understanding of time, events and people within their own living memory as well as their parents' and grandparents' memories. For KS1 and EYFS we have designed a curriculum that covers two academic years. As a result some of the units are planned to build on substantive knowledge depending on which year group it is being studied by.

The intent in KS2 is that children work in chronological order as much as possible from year 3 to year 6 on the core British history study units taken from the national curriculum, starting with 'Stone Age to Iron Age' in year 3 or 4 and then progressing onto more modern history in Y6 with the 'World War II' unit. This will be repeated for ancient history, starting with 'Ancient Egypt', moving on to 'Ancient Greece' in year 5 or 6 and ending with 'Maya Civilisation' in year 5 or 6. As we have combined year groups in KS2 this approach has been adapted into a two year rolling programme. The aim is for children to truly develop and embed a sense of time, understand how civilisations were interconnected and to be exposed to a diverse range of history topics. Children start to understand how some historical events occurred concurrently in different locations, e.g. ancient Egypt, ancient Greece and the Stone Age.

### Implementation

In order for children to know more and remember more in each area of history studied, the units are structured so that prior learning is always considered and opportunities for revision and retrieval of key dates, events and facts are built into lessons. We will use sections at the start of lessons that often revisit the key substantive knowledge taken from knowledge organisers. Retrieval quizzes also provide great opportunities to help make the key knowledge stick. This all allows for revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills and challenge.

### Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. **In class history plans, you will find a concise summary of the substantive knowledge for each unit.**

### Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in history to better explain what they mean. Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. Examples include power and subsidiary words, such as 'rule', 'monarchy', 'emperor' and 'democracy'. In the progression map below, you will find the substantive concepts addressed at each stage of learning where they link to units of work taught. Many substantive concepts are covered more than once to ensure that children have plenty of opportunities to develop their understanding. The substantive concepts in different colours are the main, most significant substantive concepts that run throughout all key stages.

### Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

### Impact

The impact of an effective history curriculum will be seen across the school with an increase in the profile of history and the visibility of progression in the history curriculum. The learning environment across the school will be more consistent – with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Progression across the school can also be measured through key questioning skills built into lessons, child-led assessment (such as success criteria grids, jigsaw targets and KWL grids) and low-stakes assessment (such as retrieval quizzes and summative assessments), all of which inform and target next steps in learning.



## History Curriculum Enquiry and Concepts Map

### Level Expected at the End of EYFS

We have selected the **most relevant** statements from Development Matters age ranges for Three and Four-Year-Olds and Reception as well as highlighting the statements within the ELGs **which feed into** the programme of study for history. Also please see the EYFS Progression Understanding the World.

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul>
Reception	Understanding the World		<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

## Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

## Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Historical Enquiry			
	KS1	LKS2	UKS2
Historical Interpretations	<p><b>KS1 History National Curriculum</b> Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a start to compare two versions of past events;</li> <li>b start to understand that there can be different versions of the same event from the past;</li> <li>c observe and use pictures, photographs and artefacts to find out about the past;</li> <li>d start to use stories or accounts to distinguish between fact and fiction;</li> <li>e explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a look at two versions of the same event or story in history and identify differences;</li> <li>b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>c begin to understand some of the ways in which historians and others investigate the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a find and analyse a wide range of evidence about the past;</li> <li>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>c consider different ways of checking the accuracy of interpretations of the past;</li> <li>d start to understand the difference between primary and secondary evidence and start to question its reliability;</li> <li>e show an awareness of the concept of propaganda;</li> <li>f know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>g continue to develop their understanding of how historians and others investigate the past.</li> </ul>
Historical Investigations	<p><b>KS1 History National Curriculum</b> Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a observe or handle evidence to ask simple questions about the past;</li> <li>b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>c use evidence to explain the key features of events;</li> <li>d sort some objects/artefacts into new and old and then and now.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a range of primary and secondary sources to find out about the past;</li> <li>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>c gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>d regularly address and sometimes devise own questions to find answers about the past;</li> <li>e begin to undertake their own research.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>d investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Chronological Understanding</b></p>	<p><b>KS1 History National Curriculum</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a sequence artefacts and events that are close together in time;</li> <li>b order dates from earliest to latest on simple timelines;</li> <li>c sequence pictures from different periods;</li> <li>d describe memories and changes that have happened in their own lives;</li> <li>e use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>b accurately use dates and terms to describe historical events;</li> <li>c understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge and Understanding of Events and People in the Past</b></p>	<p><b>KS1 History National Curriculum</b> Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a know and recount episodes from stories and significant events in history;</li> <li>b understand that there are reasons why people in the past acted as they did;</li> <li>c describe significant individuals from the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a find out about the everyday lives of people in time studied compared with our life today;</li> <li>b explain how people and events in the past have influenced life today;</li> <li>c identify key features, aspects and events of the time studied;</li> <li>d describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</li> <li>c describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>

<b>Presenting, Organising and Communicating</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> talk, write and draw about things from the past;</li> <li><b>b</b> use historical vocabulary to retell simple stories about the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</li> <li><b>b</b> start to present ideas based on their own research about a studied period.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;</li> <li><b>b</b> plan and present a self-directed project or research about the studied period.</li> </ul>
<b>Substantive Concepts and Historical Vocabulary</b>	<p><b>KS1 History National Curriculum</b> Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;</li> <li><b>b</b> talk and write about things from the past using some historical vocabulary.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms.</p> <p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> build on prior knowledge to start to gain further understanding of substantive concepts;</li> <li><b>b</b> understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms.</p> <p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</li> <li><b>b</b> start to recognise that some concepts, such as technology, will be different across different periods of history;</li> <li><b>c</b> continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</li> </ul>

Substantive Concepts Covered in KS1	Substantive Concepts Covered in LKS2		Substantive Concepts Covered in UKS2	
	Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.		Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.	
building the church city commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king society technology trade transport travel war: battle, conflict	<b>From KS1 built upon:</b> building the church city nation/country religion ruler: king, emperor, pharaoh technology trade transport travel war: battle, conflict, invasion, army	<b>New to LKS2</b> civilisation colonisation conquest culture decolonisation economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement tribe	<b>From KS1 built upon:</b> building the church city, city-state commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king, emperor, pharaoh, monarchy society technology trade transport travel war: battle, conflict, invasion, army	<b>From LKS2 built upon</b> civilisation conquest culture economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement trade tribe <b>New to UKS2</b> democracy propaganda treaty

The Next page outlines how we aim to develop these concept in history topics.



Substantive Concepts Covered in MP and Maple		Substantive Concepts Covered in Stoke Prior Willow Class		Substantive Concepts Covered in Oak Class	
		Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.		Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.	
<u>Monkey Puzzle Class Unit</u>	Substantive Concept	<u>Willow Unit</u>	Substantive concept	<u>Oak Unit</u>	Substantive concept
What can I do Now and future	technology	<b>Stone Age to Iron Age</b>	Building, economy (money), farming, migration, <b>settlement, technology</b> , tribe.	<b>Ancient Greeks</b>	Building, city (city state), <b>civilisation, culture</b> , democracy, <b>empire</b> , enslavement, farming, leisure, religion, <b>ruler (king)</b> , <b>settlement, technology, trade</b> , <b>war (invasion, conflict)</b> .
Harvest in the past	Society technology	<b>Vikings</b>	Building, the church, conquest, <b>culture</b> , farming, kingdom, migration, religion, <b>ruler (king, monarchy)</b> , <b>settlement, trade</b> , tribe, <b>war (invasion, conflict)</b> .	<b>Victorians Inventors</b>	Economy, entertainment, exploration, knowledge monarchy,, empire, technology
Bonfire Night	Religion the church <b>ruler: king</b> <b>society</b>	<b>Local Study</b>		<b>Mayan Civilisation</b>	Building, city, civilisation, conquest, <b>culture, exploration</b> , farming, knowledge, religion, tribe
Vehicles Houses	<b>Technology</b> <b>trade</b> transport Travel	<b>Romans</b>	Building, city, <b>civilisation</b> , conquest, <b>culture</b> , economy (tax), <b>empire</b> , enslavement, entertainment, farming, occupation (of territory), power, religion, <b>ruler (emperor)</b> , <b>settlement, trade</b> , transport, tribe, <b>war (invasion)</b> .	<b>World War II</b>	<b>Commemoration</b> , nation, occupation (of territory), peace, power, propaganda, <b>society, war (army, battle, conflict, invasion)</b> . treaty
Changes Within living memory	Ruler king,	<b>Anglo Saxons</b>	City, <b>civilisation, culture</b> , economy (barter), <b>empire</b> , enslavement, farming, kingdom, knowledge, leisure, power, religion, <b>ruler</b> , <b>technology, trade</b> , transport	<b>Neil Armstrong</b>	<b>society, technology</b> , transport, travel.
Holidays	Society exploration	<b>Ancient Egyptians</b>	City, <b>civilisation, culture</b> , economy (barter), <b>empire</b> , enslavement, farming, kingdom, knowledge, leisure, power, religion, <b>ruler (pharaoh)</b> , <b>technology, trade</b> , transport	<b>Normans</b>	Kingdom, trade invasion conquest, farming, settlement, trade ruler king economy occupation of territory government parliament, monarchy, migration
People	discrimination: racism and sexism travel war				
Transport					
<u>Maple Class Unit</u>	<u>Substantive Concept</u>				
Gunpowder Plot	City, the church, <b>commemoration</b> , government (parliament), religion, <b>ruler (king)</b> .				
Travel and Transport	<b>Exploration, technology, trade</b> , transport, travel.				
Famous People	<b>Commemoration</b> , discrimination (including racism and sexism), travel, <b>war</b> ., exploration				
War and Remembrance	government: parliament nation/country peace <b>war: battle, conflict</b>				
Great Fire of London	Building, city, <b>commemoration, ruler (king), technology.</b>				
Kings and Queens	Building, the church, city, <b>monument</b> , nation/country Peace, <b>ruler: king, war: battle, conflict</b> Reign, royal, rule, monarch, parliament, succession, crown, power				

Disciplinary Concepts			
	KS1	LKS2	UKS2
Continuity and Change	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a begin to identify old and new things across periods of time through pictures, photographs and objects;</li> <li>b begin to understand that some things change and some things stay nearly the same.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify key things that stayed the same between periods;</li> <li>b identify key things that changed between periods;</li> <li>c start to explain the impact of some changes that have happened throughout different periods of time;</li> <li>d identify that there are reasons for continuities and changes across periods of time and explain some of these;</li> <li>e start to understand that there are times in history when change happens suddenly.</li> </ul>	<p><b>KS2 History National Curriculum</b> Understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify why some changes between different periods of time have had more significant consequences than others;</li> <li>b explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;</li> <li>c start to categorise some types of changes into political, economic social and technological;</li> <li>d understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history;</li> <li>e understand and describe in some detail the main changes to an aspect of a period in history.</li> </ul>
Possible Questions	<ul style="list-style-type: none"> <li>• Can you name/show me something that is old?</li> <li>• Can you name/show me something that is new?</li> <li>• Can you give an example of something that has changed/stayed the same? Can you explain how it has changed/stayed the same?</li> </ul>	<ul style="list-style-type: none"> <li>• What has stayed the same (comparing past periods)? Why do you think this is?</li> <li>• What has changed between different periods? Why do you think this is?</li> <li>• Did everything change between...?</li> <li>• What other period of history is that similar to? What other period of history is that different to?</li> <li>• Is it still like that today? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What were things like before the change occurred?</li> <li>• Why did things change between...?</li> <li>• What was clearly different after the change occurred?</li> <li>• What were the direct causes of the changes?</li> <li>• Did it change like this everywhere or for everyone?</li> <li>• What were the reasons that some things remained the same?</li> <li>• Whose lives changed the most and why in...?</li> <li>• How much had people's lives changed after the...?</li> <li>• Why was there so much continuity between...?</li> <li>• Why was there so much change between...?</li> <li>• Can you name an economic/political/social change that happened?</li> </ul>

Disciplinary Concepts			
	KS1	LKS2	UKS2
Cause and Consequence	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> understand that a cause makes something happen and that historical events have causes;</li> <li><b>b</b> explain that historical events are caused by things that occurred before them;</li> <li><b>c</b> understand that a consequence is something that happens as a result of something else.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> understand that a cause is something directly linked to an event and not just something that happened before it;</li> <li><b>b</b> start to understand that there are short and long-term causes of events;</li> <li><b>c</b> comment on the importance of the different causes for some key events;</li> <li><b>d</b> explain a series of directly related events that happened in the lead up to a historical event;</li> <li><b>e</b> begin to understand that historical events create changes that have consequences;</li> <li><b>f</b> understand that a consequence is something that happens as a direct result of something else;</li> <li><b>g</b> understand that historical events have consequences that sometimes last long after the event is over.</li> </ul>	<p><b>KS2 History National Curriculum</b> Understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> examine in more detail the short and long-term causes of an event being studied;</li> <li><b>b</b> understand that some causes may be more significant than others and that some causes are less significant;</li> <li><b>c</b> begin to understand that historians may not agree on the main causes of an event;</li> <li><b>d</b> understand that one event can have multiple consequences that impact on many countries and civilisations;</li> <li><b>e</b> understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War;</li> <li><b>f</b> address and devise historical questions about cause and consequence.</li> </ul>

Possible Questions

- What was the event?
- When did the event happen?
- What happened during the event?
- Can you think of anything that happened before the event that is linked to it?
- Can you describe something that happened after the event which took place because of it?

- What earlier events were important to the occurrence of the main event?
- What were the main consequences of this event?
- Who was affected by this event? How long did this last for after the event?

- What were the short-term causes of this event?
- What were the long-term causes of this event?
- Can you explain the main causes of...?
- What do you think was the most significant cause of...?
- Why do historians disagree about the causes of this event?
- What do you think was the most significant consequence and why?

Disciplinary Concepts			
	KS1	LKS2	UKS2
Similarities and Differences	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as similarity and difference.</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;</li> <li>b identify that some things within living memory are similar and some things are different;</li> <li>c recognise some similarities and differences between the past and the present.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as similarity and difference.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;</li> <li>b identify and give some examples of how life was similar in the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Understand historical concepts, such as similarity and difference.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explain and give varied examples of how life was similar and different in the past;</li> <li>b explain and give examples to show that things may have been different from place to place at the same time;</li> <li>c start to give reasons for these similarities and differences.</li> </ul>
Possible Questions	<ul style="list-style-type: none"> <li>• Was this the same for everyone?</li> <li>• How would the life of a... have been different? (You could name different jobs, etc.)</li> <li>• Who would this have been different for?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you give an example of how life was similar for someone who was there?</li> <li>• Was this the same everywhere?</li> <li>• How was it different?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do people believe there was this difference? Was this the same everywhere?</li> <li>• Can you give an example to support your answer?</li> <li>• Where was it the same/different?</li> <li>• How similar were the lives of...?</li> </ul>

Disciplinary Concepts			
	KS1	LKS2	UKS2
Historical Significance	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as historical significance.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a explain reasons why someone might be significant;</li> <li>b talk about why a person was important;</li> <li>c talk about why the event was important and what happened.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts such as historical significance.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;</li> <li>b understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;</li> <li>c identify historically significant people and events from a period of history and give some detail about what they did or what happened.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as historical significance.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>d explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;</li> <li>e understand that what we consider to be significant can change throughout different periods;</li> <li>f start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;</li> <li>g identify a range of historically significant people and events from different periods of history and explain why they were significant;</li> <li>h identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</li> </ul>
Possible Questions	<ul style="list-style-type: none"> <li>• Was this the same for everyone?</li> <li>• Can you name a significant person?</li> <li>• What did this person do?</li> <li>• Can you name a significant event?</li> <li>• Can you explain what this event was?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you name a significant person?</li> <li>• What did this person do?</li> <li>• Can you name and describe a significant event?</li> <li>• Does everyone think this person/event is still significant today?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you name a significant person?</li> <li>• What did this person do?</li> <li>• Why might somebody think this person is significant today? Why might someone disagree?</li> <li>• Can you name and describe a significant event?</li> <li>• Was this event individually, regionally, nationally or globally significant?</li> <li>• What changed because of this?</li> </ul>