

Disciplinary concepts of History (supporting key knowledge and skills)

Taught throughout the history curriculum – to investigate and ask questions whilst learning key knowledge/skills through the Golden Thread lens. Children develop their understanding of the following key disciplinary concepts:

Useful Question stems for lessons.








Cause	<p>To understand that events do not just happen and then end. To be know why things happened. To understand that causes develop over time.</p> <p>Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?</p>
Consequence	<p>To explain that an event can cause further issues (consequences), and these can be both good and bad. The ripple effect through time.</p> <p>Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?</p>
Change and Continuity	<p>Understanding how to map time, to confidently grasp the past, present and future. To see that events and changes occurred at similar/different paces and at similar/different times across the world. What happened after...? Can you name the ...? What happened before...? Who was it that....? When...?</p> <p>To be able to explain how the present is different from the past. To develop a nuanced understanding that there are similarities across different time periods to show that some aspects of history continued over time. What differences/similarities exist between...? What do you think happened next? Provide an example to support/ exemplify your point. How did this change...? How quickly/ slowly did this change? How big/small was the change? How can you prove that?</p>
Similarity and Difference	<p>Confidently describing the key features of the past, and communicating how life is different now, and how it was disparate for different countries, cultures and sections of societies.</p> <p>What are the features of...? How would describe....? What happened to...? How can you prove....? What evidence shows....?</p>
Historical Significance	<p>Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance.</p>

Sources and Evidence	<p>To learn how historians use sources as evidence to construct, challenge or test claims about the past. Pupils must learn to use sources to establish evidence for a specific historical question.</p> <p>Useful sentence stems to use: In addition to..., the evidence supports, The evidence would suggest otherwise because..., As a result of the evidence... To summarise the evidence..., Overall, the evidence suggests...</p>
Historical Interpretation	<p>Foundation stone to appreciating that the past is in an interpretation of the available evidence from the time. To consider the impact of perspective on interpretation.</p> <p>How might we think differently today? How might someone at that time think about...? How do we know if that is a fact or an opinion? How are the viewpoints different?</p>

Concept Overview – Substantive Knowledge

Core Historical Concepts Substantive Knowledge Map

Each lesson progressively develops children's understanding of these concepts/themes across time. This helps children gain a deeper understanding of the history they are learning whilst building upon the concepts each time they come across them within the history curriculum.

Invasion 	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.
Law and Order 	A situation characterised by respect for and obedience to the rules of a society.
Settlements 	A place, typically one which has previously been uninhabited, where people establish a community.
Conflict 	<p>A) A serious disagreement or argument</p> <p>B) A prolonged armed struggle</p>
Progress and Change 	Advancement and adaptation through newly acquired knowledge, understanding or technology.
Historical Figures 	A person who has made an impact in their own time or who has had their significance recognised since.
Religion and Beliefs 	<p>Religion – a particular system of faith and worship.</p> <p>Beliefs – something one accepts as true or real; a firmly held opinion.</p>

Core Historical Concepts – Substantive Concept Map

This substantive concept map shows how abstract concepts are mapped out and continually revisited throughout our history curriculum. These concepts build the substance of our curriculum, and help children develop a deep and rich knowledge of the history that is taught.

Reception							
<u>Links to understanding the world!</u>							
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs

Year 1							
	How am I making History?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	How have explorers changed the world?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	How have toys changed?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs

Year 2							
	How were schools different in the past?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	How did we learn to fly?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	What is a monarch?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs

Year 3/4 (2023 – 2024)							
	Would you prefer to live in the Stone Age, Bronze Age or the Iron Age?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	What were the different beliefs in Ancient Egypt?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	Why did the Romans settle in Britain?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs

Year 4/5 (2023 – 2024)							
	How hard was it to invade and settle in Britain?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	Were the Vikings raiders, traders, or settlers?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	How have children's lives changed?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs

Year 6							
	What did the Ancient Greeks do for us?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	What does the census tell us about our local area?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	Why did the Maya civilisation decline so quickly?						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs

Vocabulary Progression

This document shows when vocabulary is introduced in our History curriculum across the **Disciplinary concepts**, **Historical enquiry**, **Chronological awareness**, and **Topic knowledge** strands. Please note that children do not need to remember all the **Topic knowledge** vocabulary but that much of this vocabulary will be important in helping them to develop their understanding of the **substantive concepts**.

Words which are identified as especially important for pupils to understand to develop an understanding of the **substantive concepts** are highlighted in **pink**.

Year 1:

Disciplinary concepts		Topic knowledge
Historical enquiry		How am I making history?
ask investigate explain question artefacts object sort group compare/ comparison interview	photograph similar/similarity different/ difference change same event remember memory celebration special	siblings parent grand parent great grandparent childhood time capsule
Chronological awareness		What were toys like in the past?
		toy wooden plastic metal mohair
		How have explorers changed the world?
morning afternoon evening order now present past recent timeline lifetime future date before	today tomorrow last week/month/year/day memory within living memory beyond living memory old new sequence modern after long ago	explorer exploration achievement discovery transport equipment yacht voyage solo North Pole resilience determination qualities coat of arms

Year 2:

Disciplinary concepts	Topic knowledge
Historical enquiry	How was school different in the past?
sources primary source evidence contrast historic historically significant eye witness account eye witness	school log book textbook blackboard abacus slate chalk pen and ink stove
	How did we learn to fly?
	inventor flight
Chronological awareness	
Decade Anglo-Saxon	What is a monarch?
	<div> monarch power ruler absolute monarchy anointing armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy </div> <div> conquer coronation crowning defend earl fortified manor house gatehouse government head of state invade investing keep </div>

Year 3/4:

Disciplinary concepts		Topic knowledge		
Historical enquiry		British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?		
secondary source remains certainty possibility confirm prove informed guess archaeological evidence reconstruction informed guess continuity historical significance criteria interpretation inference observation deduction legacy		Skara Brae, Orkney Islands hearth settlement flint roundhouse	chief metalwork -copper, bronze, gold, tin mining trade (a job requiring manual skills) arrowheads import	export trade (buying and selling goods/services) exchange goods barter
Chronological awareness		British history 2: Why did the Romans settle in Britain?		
AD- Anno Domini BC- Before Christ period prehistory prehistoric Palaeolithic Mesolithic Neolithic Stone Age		Briton Romans Celts enslaved tin togas settlers Picts pilum galea	armour scutum caligae gladius tunic legionary legion legatus cohort century	centurion formation testudo wedge tablet aqueduct state legal system
AD- Anno Domini BC- Before Christ period prehistory prehistoric Palaeolithic Mesolithic Neolithic Stone Age		What did the Egyptians believe?		
Bronze Age Iron Age duration Old Kingdom Middle Kingdom New Kingdom Late period Ptolemaic period chronology		civilisation Delta Egypt Lower Egypt Upper Egypt River Nile Delta Atum creation story Horus Isis Nun Osiris	Ankh Anubis Book of the Dead hieroglyphs Osiris papyrus weighing of the heart Skemet Ra Casing stones Pharaoh foundations limestone blocks	pulley pyramid quarrying ramps amulet canopic jars embalmer immortal linen natron preserve resin sarcophagus

Year 4/5:

Disciplinary concepts	Topic knowledge		
Historical enquiry	How have children's lives changed?		
observation inference deduction life expectancy significant propaganda evaluate rank bias one-sided balanced viewpoint perspective cause consequence events impact conclusion enquiry supporting evidence credibility	apprentice/ apprenticeship master occupation politicians parliament poverty ragged schools life expectancy plague living conditions	sanitation working conditions working hours factory owners chaffing wheat oath mine/miner/ mining trapper bird scarer hurrier servant	housemaid wealthy wages textile mill bill pass (pass a bill) reform act The Factory Act The Coal Mines Act The Chimney Sweepers Act
	British history 2: How hard was it to invade and settle in Britain?		
Chronological awareness Tudor period (1485-1603) Victorian period (1837-1901) Anglo-Saxons (410 - 1066) Vikings (800 to 1066)	Angles Saxons Jutes Picts invasion Britons Romans empire longships wattle and daub	Wessex claimants kingdom Northumbria Mercia Wessex East Anglia Kent villages thatch straw hut	cauldron Battle of Edington Danelaw leadership qualities Sutton Hoo burial mound Christianity missionaries Pope peasants
	Were the Vikings raiders, traders or settlers?		
	trader engineer raider Anglo-Saxon chronicle ballast hull	keel mast longboat oars Rudder garnet Hedeby	Jorvik quernstone Danelaw paganism sacred

Year 6:

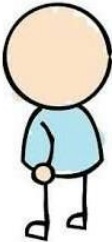
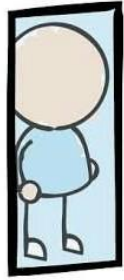
Disciplinary concepts		Topic knowledge		
Historical enquiry		What does the census tell us about our local area?		
census reliable audience purpose accuracy creator representation council chamber records	official record justify opinion historical investigation link interpretation will inventory value transcribe prediction	head of the household title scholar enumerator condition cotton mill worker overlooked	joiner can-hooker carding piecer flax yarn linen nobbins	severance pay compensation income workhouse suffragette governess
Chronological awareness		What did the Greeks ever do for us?		
Minoan Civilisation Mycenaean Period - The period Dark Ages Archaic Period Classical Golden Period Hellenistic Period		Mediterranean Sea Aegean Sea Ionian Sea Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo	Artemis Hephaestus Hermes Dionysus democracy oligarchy location city-state Athens Sparta landlocked	assembly direct democracy representative democracy philosophy formula ethics logic legacy impact
		How did the Maya civilisation compare to the Anglo-Saxons?		
		abandon Classic period decline deforestation	drought hieroglyphics pyramid rainforest slash and burn tropical rainforest	

Sentence stems for History

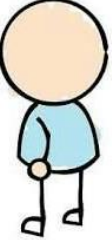
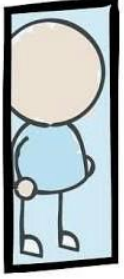
Bold – History Specific Sentence Stems

Opening Statement with evidence	Building/Agreeing	Challenging	Summarising
<ul style="list-style-type: none"> • I know this because... the evidence suggests... • In my view... the evidence shows that... • I can show/ prove that... • My opinion is... • I believe/think that... • I think that... 	<ul style="list-style-type: none"> • I agree with... because... • I agree but would like to add... • I would like to build on X's point because... • I would argue the same because... • In addition to... • The evidence supports... • Furthermore, ... 	<ul style="list-style-type: none"> • I respect your opinion but... • I understand your view, however... • The evidence would suggest otherwise because... • My own view is different because... • I disagree with X because... • The evidence challenges... • The evidence contradicts... 	<ul style="list-style-type: none"> • In conclusion... • On balance... • As a result of the evidence... • To summarise the evidence... • Overall, the evidence suggests... • In summary, the evidence shows...

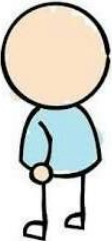
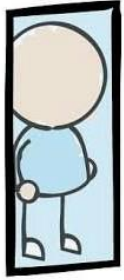
Let's Reflect Cards can be used as a resource to support the children to reflect on their learning and to record links to the golden thread. This can also be used as a retrieval or summarising activity.




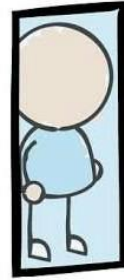
Let's Reflect



Let's Reflect



Let's Reflect



Let's Reflect