



HISTORY

INTENDED CURRICULUM

DISCIPLINARY KNOWLEDGE IN HISTORY

Disciplinary knowledge in history as knowing "how historians investigate the past and how they construct historical claims, arguments and accounts".

It is the knowledge of how to do history, which, when combined with substantive knowledge (knowledge of facts and events), it gives children the ability to construct historical arguments and analyse sources. Unlike simply finding "facts," this involves understanding the processes and methods historians use, which can include identifying and analysing different interpretations of events.

Disciplinary knowledge is not a set of generic skills – it is complex body of knowledge built over time, not a checklist of generic skills.

It involves understanding historical methodology, which includes knowing how historians analyse evidence, construct claims, and form arguments.

Disciplinary knowledge is linked to substantive knowledge - disciplinary knowledge is meaningless without the context of the substantive knowledge (the "what" of history), and vice versa - pupils need both to reason effectively.

It requires meaningful examples - pupils build this knowledge by encountering and working with meaningful examples of how historians have studied specific aspects of the past.

Disciplinary knowledge helps to counter misconceptions – a key goal is to move pupils away from simplistic views, such as seeing historical inquiry as a form of "fact-finding" for a single "truth". It helps children to understand that historical accounts are constructed and can be contested, rather than just discovered.

DISCIPLINARY CONCEPTS IN HISTORY

Chronology

Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.

Interpretation

This concept helps children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth. In this concept, children will be able to develop their skills of historical enquiry, where they will use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.

Continuity and change

There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.

Cause and consequence

This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these. Similarity and difference Similarity and difference is based upon an understanding of the complexity of

people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.

Similarity and Difference

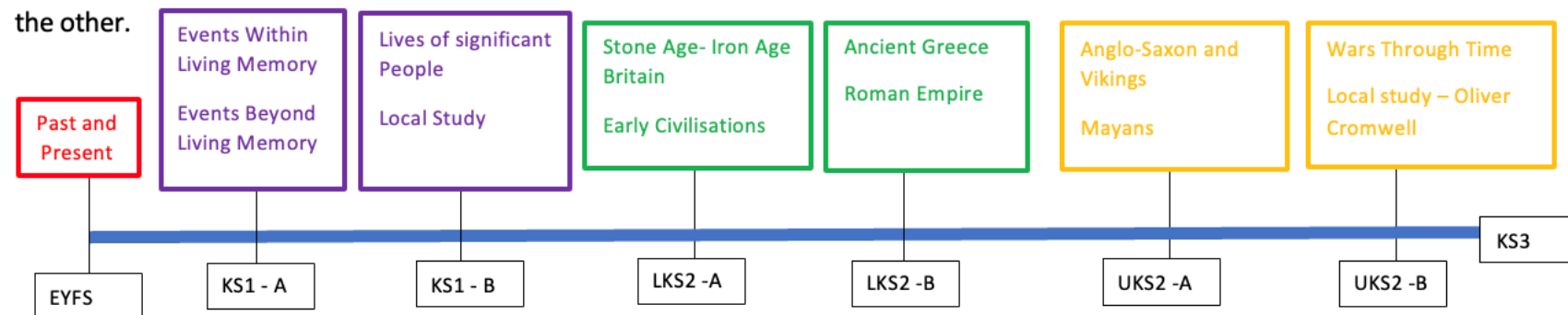
Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.

Significance

Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time

Disciplinary knowledge: Chronology

This is the progression for chronology and it will be taught within the context of the substantive knowledge. One cannot be taught without the other.



EYFS: Sequence familiar events within their own life

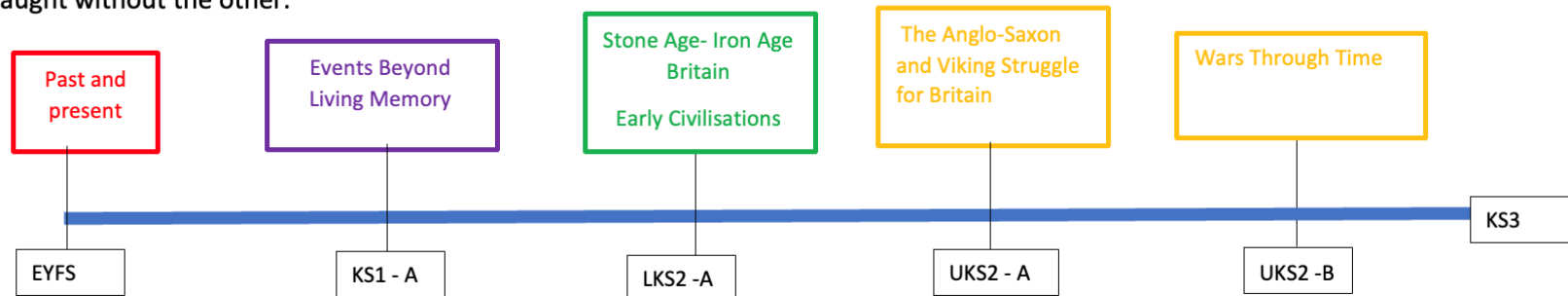
KS1: Sequence events on a timeline for people and events

LKS2: Place dates and events on a timeline for the period being studied. Use BC/ AD, years/ centuries relating to period studied

UKS2: Place key events from current period of study on a time line, in relation to one other period of time. Use BC/ AD, years/ centuries relating to period studied.

Disciplinary knowledge: Cause and Consequence

This is the progression for cause and consequence and will be taught within the context of the substantive knowledge. One cannot be taught without the other.



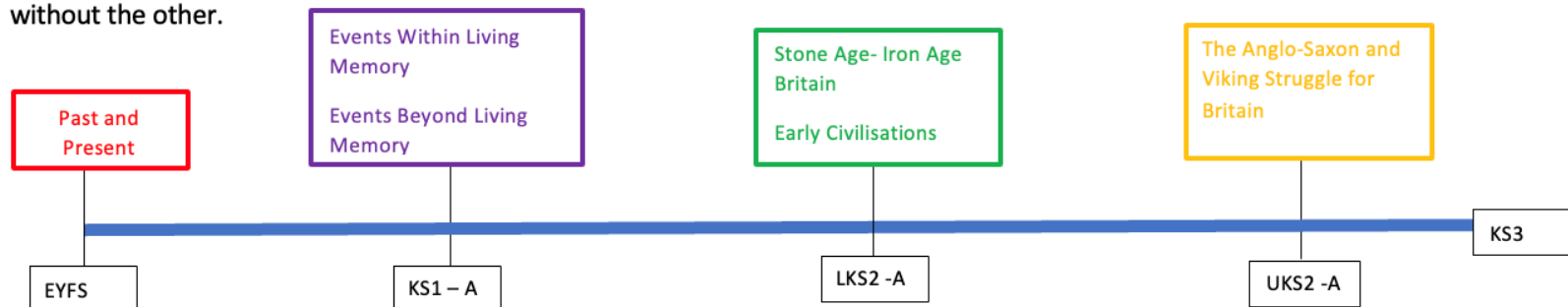
KS1 – A: Recognise why people did things, why events happened and what happened as a result.

LKS2 – A: Identify and explain reasons for results of historical events, situations and changes. To explain what has changed in at least one area of history (society, people, beliefs, language, culture, government etc.) as a result of an event.

UKS2: Evaluate how the period/event has impacted Britain and one or more areas of historical focus (society, people, language, culture, government etc.) Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.

Disciplinary knowledge: Continuity and Change

This is the progression for continuity and change. It will be taught within the context of the substantive knowledge. One cannot be taught without the other.



EYFS: Observe and describe the change, differences and what has stayed the same.

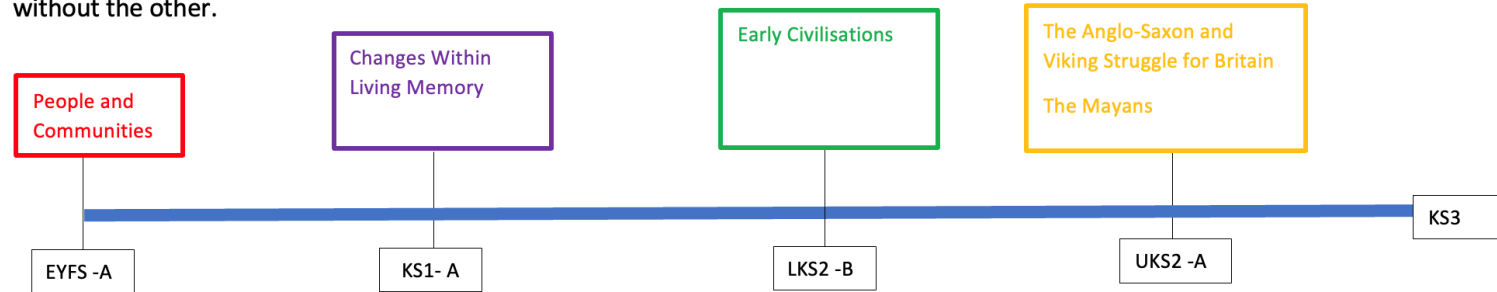
KS1 – A: Identify things that have changed or stayed the same between their own life and their parents and grandparent's lives.

LKS2 – A: Explain the change and continuity in the time period studied and changes within and across different periods and societies.

UKS2-A: Explain the change and continuity in the time period studied and changes within and across different periods and societies. Justify how and why during period of rapid change some things have remained continuous

Disciplinary knowledge: Similarity and Difference

This is the progression for similarity and difference. It will be taught within the context of the substantive knowledge. One cannot be taught without the other.



EYFS: Identify and describe similarities and difference between themselves and others and among families and communities and celebrations.

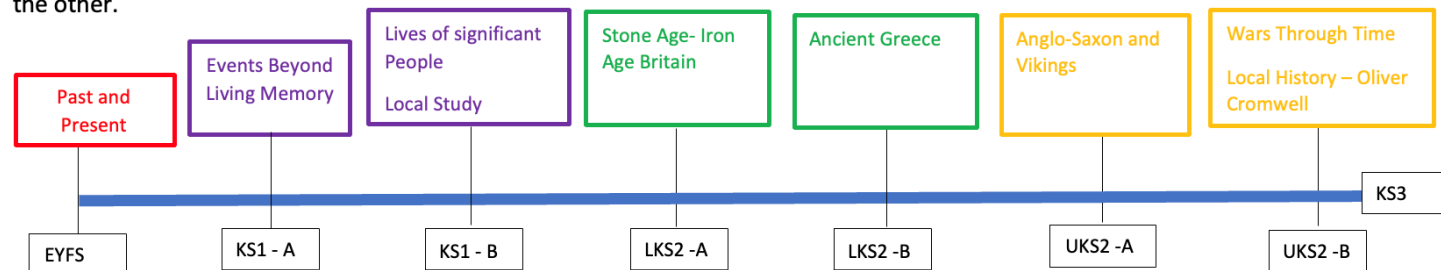
KS1 – B: Make observations about different types of people, events, beliefs within a period studied or their own lives.

LKS2 – A: Use social, cultural, religious or ethnic diversity within a time period to show similarities and differences. To explore the similarities and differences in a period of history in relation to now

UKS2-A: Use social, cultural, religious or ethnic diversity within a time period to show similarities and differences. Explain the similarities and differences in a period of history in relation to now.

Disciplinary knowledge: Significance

This is the progression for significance and will be taught within the context of the substantive knowledge. One cannot be taught without the other.



EYFS: Recognise and describe special time or events for them, friends and family to others (Birthdays Key events throughout the year).

KS1: Discuss how historical events and people can impact on life after an event. Discuss how we commemorate in different ways.

LKS2: Discuss historically significant people, events, and ideas and relate the significance to one or more of the criteria- importance, profundity, durability, quantity and relevance. Evaluate significant historical events in one period of history.

UKS2: Discuss how important the consequences a person, event and idea were on a local, national and international scale and why it would be considered significant drawing on two or more criteria. Evaluate the significant historical events on one or more period of times and how they impacted life then and the impact on life now

YEAR 1

Year 1: History skills progression

<u>KS1: POS</u> - 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. - 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 - Significant historical events, people and places in their own locality	<u>Chronological understanding</u> - Understand the difference between things that happened in the past and the present - Describe things that happened to themselves and other people in the past - Order a set of events or objects - Use a timeline to place important events - Use words and phrases such as <i>now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc</i>
<u>Knowledge and understanding of events, people and changes in the past</u> - Recall some facts about people/ events beyond living memory - Say why people may have acted the way that they did	<u>Historical interpretation</u> - Look at books, videos, photographs, pictures and artefacts to find out more about the past
<u>Historical enquiry</u> - Identify different ways in which the past is represented - Explore events, look at pictures and ask questions such as 'which things are old and which are new' or 'what were people doing?' - Look at objects from the past and ask questions such as 'what were they used for?' and try to answer	<u>Organisation and communication</u> - Sort events or objects into groups (past and present) - Use timelines to order events or objects - Tell stories about the past - Talk, write and draw things from the past

Year 1 – End points

Changes within Living memory

- Know History is when we learn about the lives of people in the past.
- Know living memory means people are alive today who can remember the changes/ event.
- Know that we can speak to people about some events in history (within living memory).
- Know that my family, the royal family, my school, my house and transport have changed over time.
- Know we can use sources to learn about the past.
- Know how maps can help us to see change over time.
- Know how artefacts are used to support our understanding.
- Know what similarity and change is.
- Know that people's lives can share similarities and differences.

Events Beyond Living Memory

- Know History is when we learn about the lives of people in the past.
- Know events can happen beyond living memory and understand this means nobody alive today can remember the event.
- Know we can speak to people about some events in history (within living memory).
- Know events can happen beyond living memory.
- Know that some events are too far in the past, so we have to learn about them in other ways.
- Know Historians use sources to learn about the past.
- Know we can use maps and videos to answer some questions.
- Know that the Great Fire of London had an impact nationally.
- Know a King rules over a kingdom and England was ruled by a King at the time.
- Know that a large section of London (a settlement) was destroyed by the fire.
- Know there were significant changes nationally after the event (town planning and fire service), and that some of these changes happened over a short time period and others over a longer time period.
- Know that Samuel Pepys was an eyewitness and his diary is a historical source.

YEAR 2

Year 2: History skills progression

<u>KS1: POS</u> - 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. - 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 - Significant historical events, people and places in their own locality	<u>Chronological understanding</u> - Understand and use the words past and present when telling other about an event - Recount changes in my own life over time - Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me - Use a timeline to place important events
<u>Knowledge and understanding of events, people and changes in the past</u> - Use information to describe the past - Describe the differences between then and now - Look at evidence to give and explain reasons why people in the past may have acted in the way that they did - Recount the main events from a significant event in history	<u>Historical interpretation</u> - Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past
<u>Historical enquiry</u> - Identify different ways in which the past is represented - Ask questions about the past - Use a wide range of information to answer questions	<u>Organisation and communication</u> - Describe objects, people or events in history - Use timelines to order events or objects or place significant people - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT

Year 2 – End points

Lives of Significant Individuals – National and International

- Know living memory means people are alive today who can remember the changes/ event.
- Know events can happen beyond living memory and understand this means nobody alive today can remember the event.
- Know that a significant person is someone we remember due to their achievements or way of life.
- Know that we can learn about people from beyond living memory by using a variety of sources.
- Know historians can extract information from various types of sources (artefacts, pictorial, written) to create a picture of the past.
- Know we can sequence dates into chronological order and identify similarities and differences between periods of history.
- Know that significant people will have an impact on our lives today.
- (Queen Elizabeth II, Edith Cavell, Walter Tull, Isambard Kingdom Brunel)

Significant Events, People and Places in Warrington

- Know what the word significant means.
- Know how our local area has changed over time.
- Know the reasons why places have significance to our local area.
- Know that people are significant based on their achievements.
- Know the historic meaning behind significant events.

Warrington

- Person: Roy Chadwick, Lewis Carroll
- Place: Burtonwood Airbase, Golden Gates
- Event: The Battle of Warrington Bridge, Warrington Walking Day

YEAR 3

Year 3: History skills progression

<u>Y3: POS</u> - Changes in Britain from the Stone Age to the Iron Age - The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	<u>Chronological understanding</u> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Use a timeline to place historical events in chronological order - Describe dates or and order significant events for the period studied
<u>Knowledge and understanding of events, people and changes in the past</u> - Use evidence to describe culture and leisure activities from the past - Use evidence to describe the clothes, ways of life and actions of people from the past - Use evidence to describe buildings and their uses of people from the past	<u>Historical interpretation</u> - Explore the idea that there are different accounts of history
<u>Historical enquiry</u> - Use documents, printed sources (achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Ask questions and find out answers about the past -	<u>Organisation and communication</u> - Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT

Year 3 – End points

Changes in Britain from the Stone Age to the Iron Age

- Know that prehistory is the time before written records.
- Know that the Stone Age is split into three periods: Palaeolithic, Mesolithic, Neolithic.
- Know that the period of prehistoric Britain ends with the Roman invasion.
- Know that people use archaeology to interpret the past.
- Know identifying continuity and change is a way to study the past.
- Know that there are different periods of time in prehistory: Stone Age, Bronze age and Iron Age.
- Know that people were hunter-gatherers until the neolithic era when people started farming.
- Know what primary and secondary sources are and know how we use artifacts to find out about the past.
- Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers.
- Know that as settlements grew in size during the three periods, people cut down woodlands and forest to make space for farming and resources.
- Know historians think stone circles were built for religious purposes.
- Know in Iron Age people began to live in large tribal groups in hill forts led by warrior kings.
- Know that people from mainland Europe settled in Britian, bringing metal work.

The Achievements of the Earliest Civilisations

- Know ancient period came after prehistoric period.
- Know early civilizations formed when people began living together in larger organized settlements and can name 4 ancient civilisations- Indus Valley, Ancient Egypt, Ancient Sumer and the Shang Dynasty.
- Know all four civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport.
- Know the invention of a writing script was significant as humans started to record how they lived.
- Know the Egyptians believed in many gods and the afterlife.
- Know the Ancient Egyptians had social classes including the pharaoh, priests, farmers and slaves and only pharaohs and priests were mummified.
- Know how achievements have impacted life today.

YEAR 4

Year 4: History skills progression	
<u>Y4: POS</u> - The Roman Empire and its impact on Britain - Ancient Greece- a study of Greek life and their achievements on the western world	<u>Chronological understanding</u> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Order significant events and dates onto a timeline - Describe the main changes in a period in history
<u>Knowledge and understanding of events, people and changes in the past</u> - Use evidence to describe what was important to people from the past - Use evidence to show how the lives of rich and poor people from the past differed - Describe similarities and differences between people, events and artefacts studied - Describe how some of the things I have studied from the past affect/influence life today	<u>Historical interpretation</u> - Look at different versions of the same events in history and identify differences - Know that people in the past represent events or ideas in a way that persuades others
<u>Historical enquiry</u> - Use documents, printed sources (achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Ask questions and find out answers about the past	<u>Organisation and communication</u> - Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT

Year 4 – End points

Ancient Greece

- Know the Classical Golden Age of Ancient Greece came after the four earliest civilizations.
- Know early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs.
- Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta.
- Know the Ancient Greeks had many gods and built temples as places of worship.
- Know democracy originated from Ancient Greece and can make comparisons to modern democracy.
- Know democracy is significant as it shapes our lives today.
- Know the Olympic games were first held by Ancient Greeks to avoid conflict.

The Roman Empire and its Impact on Britain

- Know that the Iron Age ended with the arrival of the Romans in Britain.
- Know invasion happens over time and the Romans wanted to conquer Britain for its resources.
- Know Britain was a part of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders).
- Know the Romans settled in many places including London, Chester and Warrington because of their location and these settlements continued to develop over time.
- Know the Romans had many gods and believed in an afterlife.
- Know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language.
- Know Roman Britain ended because of the fall of the Roman Empire and the arrival of other settlers – Angles, Saxon and Jutes.

YEAR 5

Year 5: History skills progression

<u>Y5: POS</u> - The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor - 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.	<u>Chronological understanding</u> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Order significant events and dates onto a timeline - Describe the main changes in a period in history
<u>Knowledge and understanding of events, people and changes in the past</u> - Choose reliable sources of information to find out about the past - Give own reasons why changes may have occurred, backed up by evidence - Describe similarities and differences between some people, events and artefacts studied - Describe how historical events studied affect/influence life today - Make links between some of the features of past civilisations (religion, houses, buildings, trade)	<u>Historical interpretation</u> - Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations in history - Give reasons why there may be different accounts in history - Evaluate evidence to choose the more reliable forms
<u>Historical enquiry</u> - Use documents, printed sources (achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - Investigate own lines of enquiry by posing questions to answer	<u>Organisation and communication</u> - Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT - Plan and present a self-directed project or research about the studied period

Year 5 – End points

Vikings and Saxons

- Know the Angles, Saxons and Jutes began to settle in Britain after the Romans had left.
- Know The Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain. This was followed by a larger invasion.
- Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place.
- Know there were many Anglo, Saxon and Viking kingdoms in Britain during this time.
- Can make comparisons between the Anglo- Saxon and Vikings (settlements, political systems, religion).
- Know Alfred the Great (Saxon King of Wessex) was a significant person because he negotiated a peace treaty with the Vikings.
- Know this period is significant because Kingdom of England was formed during this period.
- Know this period ends with the Norman invasion.

Mayan Civilisation

- Know the Mayans were a civilisation who lived in an area known as Mesoamerican.
- Know the Mayans had many gods and believed in an afterlife.
- Know Mayan society was organised into city states (settlements) and each city was ruled by a different king or queen.
- Know there were many conflicts between the city states.
- Can make comparisons with other civilizations studied e.g. settlements and religious beliefs.
- Know the Mayan civilization began in the ancient period and ended in the early modern period due to invasion.
- Know historians use archaeology to interpret the past.

YEAR 6

Year 6: History skills progression

<u>Y6: POS</u> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A Local History Study	<u>Chronological understanding</u> - Order events, movements and dates on a timeline - Identify and compare changes within and across different periods - Understand how some historical events occurred concurrently in different locations
<u>Knowledge and understanding of events, people and changes in the past</u> - Choose reliable sources of information to find out about the past - Give own reasons why changes may have occurred, backed up by evidence - Describe similarities and differences between some people, events and artefacts studied - Describe how historical events studied affect/influence life today - Make links between some of the features of past civilisations (religion, houses, buildings, trade)	<u>Historical interpretation</u> - Evaluate evidence to choose the more reliable forms - Know that people both in the past and present day have a point of view and this can affect interpretation - Give clear reasons why there might be different accounts of history- linking this to factual understanding of the past
<u>Historical enquiry</u> - Use documents, printed sources (achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions - Investigate own lines of enquiry by posing questions to answer	<u>Organisation and communication</u> - Communicate ideas from the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using ICT - Plan and present a self-directed projects or research about the studied period

Year 6 – End points

Wars through time

- Know Britain has been involved in many wars since 1066 including WWI and WWII.
- Know the assassination of Archduke Franz Ferdinand is significant because it is seen as was a catalyst for WWI.
- Know what life was like in the World War 1 trenches.
- Know Walter Tull is significant because he was the first British-born black army officer and the first black officer to lead British troops.
- Know the factors that led to the end of WW1.
- Know that the Treaty of Versailles had conditions that contributed to the start of WW2.
- Know leaders during WWII including Adolf Hitler was elected as the leader of Germany but he later became a dictator.
- Know that invasions are a struggle for power.
- Know that London, Liverpool and Warrington (settlements) were bombed during WWII.
- Know that the Battle of Dunkirk and the Battle of Britain were significant turning points in the war.
- Know how WW2 affected the citizens who stayed at home.
- Know how the war came to end in Europe and in Japan.

Local history study- Britain Beyond 1066

- Know the different ways a country could be run: monarchy/ democracy/ dictatorship.
- Know Cromwell is a significant person nationally as he had an impact on the rule of law in Britain and dismantled the monarchy.
- Know Cromwell ordered a death of a King and a temporary end to the monarchy.
- Know Warrington was a military headquarters in the North West during the English Civil War because it is the lowest crossing point on the River Mersey.
- Know there is a statue of Oliver Cromwell in Warrington to remember the events of the English Civil War in Warrington.
- Know the Peace Centre was built to memory the victims of the 1993 bombing and to find peaceful solutions to conflicts.