

History | Disciplinary (Second Order) Concept Progression:

How do historians construct knowledge about the past?

	Causation	Change and Continuity	Similarity and Difference	Historical Significance	Sources and Evidence	Historical Interpretations
	<i>Why did these events happen?</i>	<i>What was the pace, type or extent of change?</i>	<i>How homogeneous or diverse were past societies, regions or groups in terms of identity or experience?</i>	<i>Why were some events or people <u>deemed</u> significant by historians?</i>	<i>How do historians use sources as evidence for claims about the past?</i>	<i>Why do historians construct different accounts of the past?</i>
EYFS	Chn say why things happen and give explanations.	Chn observe and describe things that have changed and stayed the same during their life.	Chn identify and describe similarities and differences between themselves and others. Chn compare objects, animals and people using vocabulary of change	Chn recognise and describe special times or events for them, their friends or family.	Chn find out about things that have happened in their life by asking questions and looking at pictures.	Chn know that a historian is someone who learns about what happened in the past.

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Key Stage 1 (Year 1/2)	Chn explain why a historical event happened and what happened as a result. Chn explain why an important person from history acted the way they did and what the impact of this was.	Chn identify things that have changed or stayed the same during their life and from times before living memory. Chn describe changes over time in relation to one or more of the key substantive concepts.	Chn describe change within living memory (Y1). Chn describe change beyond living memory (Y2). Chn spot old and new things in pictures. Chn compare and contrast changes from a period of time, with a focus on one or more of the key substantive concepts.	Chn explain how historical events and significant people changed things.	Chn research and explain the past using a variety of sources. Chn use sources to find answers to specific questions about our locality.	Chn know that historians use evidence to help build a picture of the past.

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LKS2 (Year 3/4)	Chn identify and give reasons for historical events and explain the impact. Chn explain how a historical event impacted on at least one of the key substantive concepts.	Chn explain the links between significant events. Chn explain what changed and stayed the same in relation to at least one of the key substantive concepts.	Chn describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity. Chn describe similarities and differences between a period of history and now in relation to one or more of the key substantive concepts.	Chn identify historically significant people and events and their impact.	Chn explore a range of sources and can differentiate between fact and opinion. Chn present information learnt in a variety of ways. Chn evaluate what primary and secondary sources can tell us about the past. Chn explain how historical artefacts can be used to help build up a picture of the past.	Chn know that historians use different sources of evidence to make judgements about what happened in the past. Chn know that evidence can be interpreted in different ways.

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UKS2 (Year 5/6)	Chn evaluate how a historical event impacted on one or more of the key substantive concepts.	Chn summarise the main events from a period of history, explaining the order of events and making connections between them. Chn justify how or why things changed or did not change over time in relation to one of the key substantive concepts.	Chn explain the differences in the lives of people from different social classes, cultures, religions or race. Chn undertake research in order to find similarities and differences between two or more periods of history and draw their own conclusions in relation to one or more of the key substantive concepts.	Chn explain some pivotal events and people in history. Chn evaluate the impact of key historical people and events.	Chn evaluate the usefulness of primary and secondary sources in historical enquiry. Chn use a range of information, including own research, to present a historical argument. Chn understand that some sources include facts and opinions and assess what conclusions different evidence can lead to.	Chn know that sources of evidence can be evaluated and judged by their origin and purpose (bias). Chn analyse evidence with an appreciation of different interpretations

Metacognition tiles linked to the second order concepts

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