



History Disciplinary Knowledge 2024

	Historical Enquiry (Using sources and communicating ideas)	Cause and Consequence	Change and Continuity	Similarities and Differences	Historical Significance	Historical Interpretations
Definitions	Asking questions, using sources and evidence to construct and challenge the past, and communicating ideas.	<u>Cause</u> -selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation. <u>Consequence</u> -understanding the relationship between an event and other future events.	Analysing the pace, nature and extent of a change.	Analysing the extent and type of difference between people, groups, experiences or places in the same historical period.	Understanding how and why historical events, trends and individuals are thought of as being important.	Understanding how and why different account of the past are constructed.
1	Sort artefacts “then” and “now”. Ask questions and produce answers to a simple historical enquiry. Communicate ideas about the past in writing (labelling, simple recounts).	Recognise why people did things, why events happened and what happened as a result.	Identify similarities and differences between ways of life at different times.	Make simple observations about different types of people, events, within a society or time period. Begin to describe similarities and differences in artefacts.	Identify and talk about important aspects of a person and theme.	Begin to identify different ways to represent the past (e.g. photos, artefacts, stories, adults talking about the past, photos, BBC website)

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2	<p>Choose and use information from (for example - stories, photos, images, artefacts, oral accounts and historical buildings) to ask questions and answer simple historical enquiries.</p> <p>Communicate ideas about the past in writing (labelling, reports, recounts).</p>	Recognise why people did things, why events happened and what happened as a result, identifying basic causes and effects.	Identify similarities and differences between ways of life at different times.	<p>Make simple observations about different types of people, events, beliefs within a society or time period.</p> <p>Describe similarities and differences in artefacts.</p>	Identify and talk about important aspects of a theme, period, society or person.	Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.
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3	<p>Use evidence to build up a picture and ask/answer questions about historical enquiries.</p> <p>Communicate ideas and research about the past using different genres of writing (for example - discussions drawing/pictures, story-telling, diagrams, annotations, data-handling, drama and ICT).</p>	Identify the importance of causes and consequences of historical events and changes.	Make statements about the main changes occurring within and across periods.	Make observations about similarities and differences between lifestyles across time periods.	Begin to identify and explain why aspects of a theme, period, society, person or historical account are significant how these aspects influence life today.	Understand that different versions of the past exist, and explore possible reasons for this.
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4	Devise a range of valid questions for different enquiries and construct substantiated, informed responses, using a range of historical sources (for example - stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music).	Identify and comment on the importance of causes and consequences of historical events and changes.	Make valid statements about the main changes occurring within and across periods.	Make observations about similarities and differences between beliefs and lifestyles across time periods.	Identify and explain why aspects of a theme, period, society, person or historical account are significant how these aspects influence life today.	Evaluate the usefulness of different sources.
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5	Independently plan historical enquiries and construct substantiated, informed, valid conclusions. Use, understand the uses and comment on a range of historical sources when answering historical enquiries (for example - stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music).	Identify, give reasons for & explain the significance of causes & consequences of historical events/changes.	Make valid statements about the changes occurring within and across periods and recognise the importance and nature of these changes.	Describe and explain the similarities and differences between people, beliefs, lifestyles and experiences across time periods.	Identify and explain why aspects of a theme, period, society, person, historical account or development are significant and describe how these aspects influence life today.	Compare accounts of events from different sources. Offer some reasons for different versions of events.
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6	<p>Independently plan historical enquiries and construct substantiated, informed, valid conclusions with reference to historical sources.</p> <p>Use, understand the uses and comment on the value of a range of historical sources when answering historical enquiries (for example - stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music).</p>	<p>Identify, give reasons for and explain the significance of causes and consequences of historical events/changes and understand what that means to current civilisation.</p>	<p>Make valid statements about the changes occurring within and across periods and compare the importance and nature of these changes.</p>	<p>Analyse the extent and type of differences between people, beliefs, lifestyles, and experiences across time periods.</p>	<p>Identify and explain why aspects of a theme, period, society, person, historical account or development are significant and describe how these aspects influence life today.</p>	<p>Understand ways of checking the accuracy of historical interpretations.</p>
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