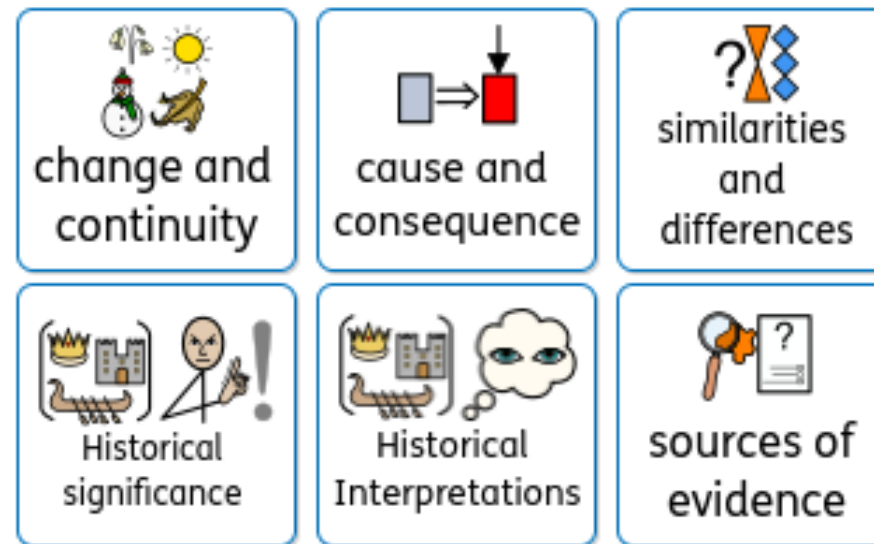


Disciplinary Concepts

Throughout History at BFPA, children will develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Change and Continuity</u>	<ul style="list-style-type: none"> Beginning to look for similarities and differences over time in their own lives 	<ul style="list-style-type: none"> Identifying similarities and differences between ways of life at different times. 	<ul style="list-style-type: none"> Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred 	<ul style="list-style-type: none"> Describing the changes and continuity between different periods of history. Identifying the links between different societies. 	<ul style="list-style-type: none"> Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. 	<ul style="list-style-type: none"> Analysing and presenting the reasons for changes and continuity.
<u>Cause and consequence</u>	<ul style="list-style-type: none"> Asking why things happen and beginning to explain why with support 	<ul style="list-style-type: none"> Recognising why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> Identifying the consequences of events and the actions of people. 	<ul style="list-style-type: none"> Identifying reasons for historical events, situations and changes. 	<ul style="list-style-type: none"> Giving reasons for historical events, the results of historical events, situations and changes. 	<ul style="list-style-type: none"> Starting to analyse and explain the reasons for, and results of historical events, situations and change.
<u>Similarities and Differences</u>	<ul style="list-style-type: none"> Being aware that some things have changed and some have stayed the same in their own lives. 	<ul style="list-style-type: none"> To know that there are explanations for similarities and differences between children's lives now and in the past. 	<ul style="list-style-type: none"> Explaining similarities and differences between daily lives of people in the past and today. 	<ul style="list-style-type: none"> Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world 	<ul style="list-style-type: none"> Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. 	<ul style="list-style-type: none"> Making links with different time periods studies and describing change throughout time.
<u>Historical significance</u>	<ul style="list-style-type: none"> Recalling special events in their own lives. 	<ul style="list-style-type: none"> Discussing who was important in a historical event. 	<ul style="list-style-type: none"> Recalling some important people and events. 	<ul style="list-style-type: none"> Identifying who is important in historical sources and accounts. 	<ul style="list-style-type: none"> Identifying significant people and events across different time periods. 	<ul style="list-style-type: none"> Comparing significant people and events across different time periods. Explain the significance of events, people and developments.
<u>Sources of evidence</u>	<ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. 	<ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts. Identifying a primary source To know that historians use evidence from sources to find out more about the past. 	<ul style="list-style-type: none"> Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. To know that archaeological evidence can be used to find out about the past. 	<ul style="list-style-type: none"> Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author. To know that we can make inferences and deductions using images from the past. 	<ul style="list-style-type: none"> Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. 	<ul style="list-style-type: none"> Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author. I will select appropriate sources and bring knowledge gathered from several sources together in a fluent account To know that the most reliable sources are primary sources which were created for official purposes
<u>Historical interpretations</u>	<ul style="list-style-type: none"> Beginning to identify different ways to represent the past (e.g. photos, stories) and developing their own interpretations from historical artefacts 	<ul style="list-style-type: none"> Recognising different ways in which the past is represented (including eye-witness accounts) and developing their own interpretations from photographs and written sources. 	<ul style="list-style-type: none"> Identifying and giving reasons for different ways in which the past is represented. 	<ul style="list-style-type: none"> Evaluating the usefulness of different sources. 	<ul style="list-style-type: none"> Developing strategies for checking the accuracy of evidence .Identifying how conclusions have been arrived at by linking sources. 	<ul style="list-style-type: none"> Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians.