
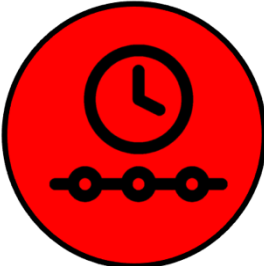


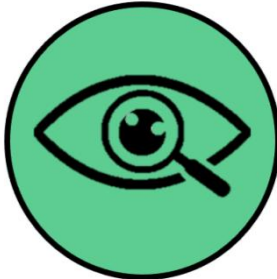
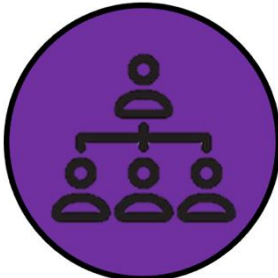








## Key concepts

Through collaboration with subject leaders, specialists and historic pedagogy, our school community have developed key concepts for each subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding standards in history. They are subject specific and allow children to progressively build skills throughout their Dingle journey. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections and build the schema they need.



History					
					
Historical enquiry	Chronology	Civilisations	Conflict and disaster	Exploration and invention	Hierarchy and power

## Key concepts

Pupils will learn how historians use sources to interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding on the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning so they are able to recall, make links and comparisons within different periods in history. They will learn how to communicate their ideas orally and in writing, in an appropriate historical style.

 Historical enquiry*	<p>Primary and secondary sources help us to understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions. They will explore artefacts and sources themselves, to make their own interpretations.</p>
 Chronology*	<p>Pupils will develop an understand the chronology of local, British and world history. They will explore dates, timelines and significant people. They will learn about the impact of these events and people.</p>
 Civilisations	<p>Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as religion, homes, settlements, daily life and past times.</p>
 Conflict and disaster	<p>Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, military, war and disasters such as the Fire of London.</p>
 Exploration and invention	<p>Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries including technology and how these have changed over time.</p>
 Hierarchy and power	<p>Pupils will learn about and make comparisons between different civilisations, with a focus on comparing lives of the rich with other members of society. They will look at countries, democracy, empires, monarchy and rich and poor from key historical periods they study.</p>

\*These concepts are covered in all our history topics.

Knowledge and skills sequencing		HISTORY					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Chronology</b> <i>Substantive knowledge about the past</i></p> 	<p>Can talk about past and present events in their own lives</p> <p>Use the terms past and present</p>	<p>Can use words and phrases like: before, after, past, present, then and now.</p> <p>Can sequence events on a simple timeline</p>	<p>Create a timeline using time vocabulary eg: modern, recent or specific times eg: 1960s</p> <p>Can sequence events from beyond their lifetime on a timeline</p>	<p>Understand the difference between BC, AD, BCE and CE</p> <p>Sequence key events from the period studied on a timeline</p>	<p>Identify today and the current study period on a timeline in relation to previous studies</p> <p>Sequence 4 key events from the period studied on a timeline</p>	<p>Identify today and the current study period on a timeline in relation to previous studies</p> <p>Sequence 6 key events from the period studied on a timeline, including dates</p>	<p>Identify today and the current study period on a timeline in relation to previous studies</p> <p>Sequence at least 6 key events from the period studied on a timeline, including dates</p>
<p><b>Historical enquiry</b> <i>Disciplinary knowledge about historians understanding of the past is constructed from sources</i></p> 	<p>Can find out about things that have happened in my life by asking questions and looking at pictures</p>	<p>Can ask questions from sources eg: when was this written/made? What is this object? What was it used for?</p>	<p>Can use two different sources to make inferences about the past</p>	<p>Understand how historians use different sources to make inferences about the past. Can research information to answer specific historical questions.</p> <p>Understands how historical artefacts can be used to build up a picture of the past. Presents historical information in a variety of ways.</p>	<p>Understand how historians have used sources, including sources that show bias, to answer questions about the past.</p> <p>Uses a range of information, including own research, to present a historical argument.</p> <p>Asks thought provoking questions and can make comparisons between periods studied</p>		

## Historical contexts for learning

Pupils revisit key concepts in a systematic way, making links between key themes in different periods.

Through each unit, pupils deepen their knowledge about the past (substantive) and their understanding of how historians know about the past (disciplinary).

Knowledge and skills sequencing		HISTORY - Second Order Concepts					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Similarity and difference</b> <b>Within the same time period</b> eg: between groups, places or societies	I can identify and describe similarities and differences between myself and others	I can identify things that are the same and different within a period studied, focusing on one or more of the 4 key concepts		I can describe similarities and differences within a time period in relation to groups, places or societies E.g. how did the Roman invasion of Britain affect different groups or places?  I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts		I can explain the differences in the lives of people from different social classes, cultures, religions or race  I can undertake research in order to find similarities and differences between groups, places or societies and draw my own conclusions in relation to one or more of the 4 key concepts	
<b>Cause and consequence</b> Analysing why events happened	I can say why something happened	I can explain why a historical event happened and what happened as a result  I can explain why an important person from history acted the way they did and what the impact of this was		I can identify and give reasons for historical events and explain the impact  I can explain how a historical event impacted on at least one of the 4 key concepts		I can explain a range of factors that caused historical events  I understand the impact of historical events in a historical period or on later periods of history.	

<p><b>Continuity and change</b> Analysing the pace, type and extent of change across time periods, including what impact it had</p>	<p>I can talk about some things that have changed during my lifetime</p>	<p>I can identify things that have changed or stayed the same during my lifetime</p>	<p>I can identify things that have changed or stayed the same by comparing the present with a time before I was born</p>	<p>I can explain the links between significant events</p> <p>I can explain what changed and stayed the same between 2 periods of history in relation to at least one of the 4 key concepts</p>	<p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.</p> <p>I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts</p>
<p><b>Historical significance</b> Why some events or people are deemed to be significant by historians</p>	<p>I can recognise and describe special times or events for me, my friends or family</p>	<p>I know about some significant people or events from before I was born</p> <p>I can explain how historical events and people changed things</p>	<p>I am aware of some pivotal events and people in modern British history and why historians see them as significant</p>	<p>I understand the reasons why some events or people are deemed to be significant</p> <p>I am aware of a wider range of significant people and events from my studies of British and World History</p>	