



















Think Like a Historian

Disciplinary knowledge						Procedural knowledge
Historical Cause and Consequence 	Historical Significance 	Historical Change & Continuity 	Historical Similarity & Difference 	Historical Evidence 	Chronology 	
EYFS	<ul style="list-style-type: none"> My actions can make something happen (e.g. pull a chair) (N3-4) 		<ul style="list-style-type: none"> Over time, some things about me/the place where I live stay the same and some things change (Rec) Historians can describe changes that have happened over time (Rec) Over time, some things about a place stay the same and some things stay the same (Rec) 		<ul style="list-style-type: none"> We can look at photographs and images to see how life was different in the past (Rec) 	<ul style="list-style-type: none"> Give my age as a number of years (N3-4) Use vocabulary like now, then, before, after, a long time ago (Rec)
Y1	<ul style="list-style-type: none"> Things in the past happened because something causes them to happen 	<ul style="list-style-type: none"> Historians choose to study people or events from the past because they resulted in change 	<ul style="list-style-type: none"> Historians can describe changes that have happened over time Some changes happen more quickly than others. The world is changing more quickly in more recent history 	<ul style="list-style-type: none"> Historians study the way things were different in the past 	<ul style="list-style-type: none"> History is the study of humans who lived in the past Historians learn about the past by interpreting sources Sources can be written, video/audio, images, artefacts or oral history 	<ul style="list-style-type: none"> Decide whether a source shows life in the past or life in the present Place events in pupils' days in order State whether a source shows life in a more or less recent time than another Recognise historical periods or events using arrows on a blank timeline
Y2	<ul style="list-style-type: none"> Some things have lots of causes Causes can be long-term conditions or short-term triggers 	<ul style="list-style-type: none"> Historians choose to study people or events from the past because they were important to people at the time, and/or are remembered today 	<ul style="list-style-type: none"> Historians describe how changes affect people's lives 	<ul style="list-style-type: none"> Similarities and differences exist between two individuals who lived in the past 	<ul style="list-style-type: none"> Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources 	<ul style="list-style-type: none"> Place a small selection of sources in order, from most to least recent

Disciplinary knowledge					Procedural knowledge
Historical Cause and Consequence 	Historical Significance 	Historical Change & Continuity 	Historical Similarity & Difference 	Historical Evidence 	Chronology 
Y3	<ul style="list-style-type: none"> Some things have lots of causes that are connected in some way 	<ul style="list-style-type: none"> The impact of larger-scale changes can be seen in [my local area] 	<ul style="list-style-type: none"> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences 	<ul style="list-style-type: none"> Archaeology is the branch of history that deals with remains of human life Archaeologists study artefacts, ecofacts and features There are limits to what historians can learn from any collection of sources Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose to analyse it critically 	<ul style="list-style-type: none"> Use vocabulary like decade and century
Y4		<ul style="list-style-type: none"> Historians can set their own criteria for what they consider to be significant and why it should be studied 	<ul style="list-style-type: none"> Historians can consider the similarities and differences between people in two historical civilisations 	<ul style="list-style-type: none"> Local history archives can be an invaluable source of information for historians Political maps have changed over time 	<ul style="list-style-type: none"> Describe historical periods using dates (AD only) and as a given number of years ago Place dates (AD only) on a timeline Convert between a year and a century

Disciplinary knowledge					Procedural knowledge	
Historical Cause and Consequence 	Historical Significance 	Historical Change & Continuity 	Historical Similarity & Difference 	Historical Evidence 	Chronology 	
Y5	<ul style="list-style-type: none"> Causes can be categorised as economic, physical, institutional, social, environmental etc Historians can argue that one cause is more important than another 	<ul style="list-style-type: none"> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence 	<ul style="list-style-type: none"> Changes do not follow one trajectory Changes do not always mean progress Changes can take place gradually (evolution) or very rapidly and completely (revolution) 	<ul style="list-style-type: none"> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality or other characteristics 	<ul style="list-style-type: none"> Historians cross-reference sources in order to build confidence 	<ul style="list-style-type: none"> Recognise and use AD/BC and CE/BCE accurately Use vocabulary like decade, century and millennium
Y6	<ul style="list-style-type: none"> Historians interpret primary and secondary sources and build arguments that can explain the causes of events 	<ul style="list-style-type: none"> What historians consider to be significant is different to different people at different places and times We, as historians, can recognise reasons for why we are studying something in a particular place or time 	<ul style="list-style-type: none"> Historians can identify and analyse examples of resistance to change Historians' understanding of how and why changes took place develops over time 		<ul style="list-style-type: none"> Archaeologists follow a similar process to scientists: Planning; Measure & Observe; Record & Present; Analyse & Evaluate 	<ul style="list-style-type: none"> Use key dates to compare the timing of two events, considering how closely together or far apart they occurred
Year 7+	<ul style="list-style-type: none"> Historical changes happen because of two main factors: <ol style="list-style-type: none"> Individuals (personal) Conditions (contextual: social and economic) There may be interplay between the two, where conditions impact individuals. 	<ul style="list-style-type: none"> Criteria is used to assess significance. It can be recalled through the 5Rs: <ul style="list-style-type: none"> Resulted in change, Revelation, Remembrance, Resonates, Remarkd upon. 	<ul style="list-style-type: none"> Change and continuity happen alongside each other within and between historical periods. Different groups in society may experience changes differently. Change is a process. Trends across time can be identified. Turning points can be identified with hindsight, such as scientific inventions. 	<ul style="list-style-type: none"> Considering individuals means to draw inferences about their lives. It does not mean using modern world views to imagine the past. Avoid presentism whereby the world views of today are applied to the past. 	<ul style="list-style-type: none"> Evidence needs to be understood in its context. The utility of evidence varies according to the questions being asked of it. Every source has a use as it tells us something about the past within a context, despite its limitations. 	<p>Pupils will apply their chronological understanding, becoming increasingly familiar with chronological narrative, the nature and events of historical periods.</p> <p>The aim is for pupils to progress towards period resonance whereby key terms and concepts can be accurately and swiftly applied within its historical context.</p>