

Disciplinary Concept progression at Radford Academy

Over the course of their time at Radford Academy Pupils will develop an understanding of:

Chronology- This will involve the understanding of a period of history and how this relates to other in terms of things that have stayed the same, changed and how society has evolved from this.

Historical enquiry- A process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.

Historical interpretations- Children will explore why views on the past are different and how people may interpret history in different ways.

Change and consequence- The children will learn of historical events that create changes that have consequences long after the event is over. Cause and consequence is a relationship in history between an event, a condition, or a decision (the cause) and the events or results that follow it (the consequences).

Historical significance – Children will explore why certain parts of history are remembered and celebrated.

Similarity and difference – The children will learn that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.

Organise and communicate information- Over the years children will develop different approaches to how they present information just as an historian would.

Concept	R	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Chronological awareness	Begin to understand my own	Begin to use appropriate terminology	Recognise that dates are used to	I am aware of the different periods from the past.	Describe and compare different	Describe significant features from	Make appropriate use of dates

	<p>personal timeline e.g. when my birthday is.</p> <p>Describe the changes in seasons.</p>	<p>such as past then and now yesterday, last week, when I was younger.</p> <p>Sequence events, photos or objects in chronological order</p>	<p>identify why events in the past happened.</p> <p>Recount changes in my own life over time.</p> <p>Use a timeline to place important events.</p>	<p>Understand that a timeline can be divided into AD and BCe.</p> <p>Sequence events or artefacts</p> <p>Use specific dates to demonstrate the passing of time.</p>	<p>periods from the past.</p> <p>Place multiple events studied onto a timeline.</p> <p>With growing confidence children can understand term related to a period in time.</p>	<p>time periods and know how Britain has influenced and been influenced by the wider world.</p> <p>With growing confidence children can put current/ past events onto a timeline.</p> <p>With growing confidence can link their current learning to previous historical periods studied</p>	<p>and specialist terms.</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Understand how some historical events occurred concurrently in different locations.</p> <p>Confidently place a variety of dates and events onto a timeline including previous historical periods studied and</p>
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							talk about how they are linked.
Historical enquiry	Find answers to simple questions	<p>sort artefacts 'then' and 'now'</p> <p>use as wide a range of sources as possible</p> <p>answer questions related to different sources...</p>	<p>Use a source – I can ask why, what, who, how and where questions and find answers to them</p> <p>Sequence a collection of artefacts</p> <p>Discuss the effectiveness of a source</p>	<p>Use a range of sources to find out about a time period</p> <p>Observe small details – artefacts/pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the books and e-learning for research I can ask and answer questions</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the books and e-learning for research</p> <p>Begin to evaluate the usefulness of</p>	<p>Begin to identify primary and secondary sources</p> <p>To use evidence to build up a picture of life in time studied</p> <p>To select relevant sections of information</p> <p>To be confident in the use of book and e-learning for research</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out</p> <p>I can bring knowledge gathering from several sources together in a fluent account</p>

					different sources		
Historical interpretations	Look at and talk about photos from the past	Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)	Compare pictures or photographs of people or events in the past Children are able to identify different ways to represent the past	Identify and give reasons for different ways in which the past is represented I can distinguish between different sources and evaluate their usefulness Look at representations of the period e.g. museums, cartoons etc	Begin to evaluate the usefulness of different sources Use text books and my own historical knowledge	Compare accounts from events from different sources Offer some reasons for different versions of events	link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Aware that different evidence will lead to different conclusions Confident in the use of books and e-

							learning for research
Change and consequence	Children begin to develop an understanding of why things happened in the past.	Pupils identify at least one relevant cause for, and effect of, several events covered.	Pupils confidently identify several relevant causes and effects for some of the main events covered.	Pupils can comment on the importance of causes and effects for some of the key events and developments	Pupils can explain with confidence the significance of particular causes and effects for many of the key events and developments studied.	Pupils can explain the role and significance of different causes and effects of a range of events and developments	Pupils can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects
Historical Significance	Talk about why the event or person was important and what changed/happened - Explain reasons why someone might be significant.			Identify historically significant people and events from a period of history and give some detail about what they did or what happened. Identify historically significant people and events from a period of history and give some detail about what they did or what happened		<ul style="list-style-type: none"> - Understand that what we consider to be significant can change throughout different periods. - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant 	

						people and events from different periods of history and explain why they were significant.	
Similarity and difference	Children know some similarities and differences between things in the past and now	Pupils identify a few similarities, differences and changes occurring within a particular unit of study	Pupils accurately identify and describe a range of similarities, differences and changes within a specific time period.	Pupils can make valid statements about the main similarities, differences and changes occurring in the units studied.	Pupils can explain why certain changes and developments were of particular significance within and across time periods studied	Pupils can compare similarities, differences and changes within and across History, e.g., in terms of importance, progress or the type and nature of the change	Pupils can compare similarities, differences and changes within and across a wide range of periods in suitable depth. They can articulate a coherent narrative that highlights the depth of their knowledge and understanding.
Organise and communicate information	Use pictures and simple words	Find information about the past from pictures.	Begin to talk about a past event using writing, role play	Communicate my knowledge and understanding in a variety of ways – discussions,	Select data and organise it into a data file to answer	Fit events into a display sorted by time	Use a variety of ways to communicate knowledge and

		<p>Write simple sentences about a period in time.</p> <p>Tell stories about the past.</p>	<p>Describe an event using time markers to show structure.</p>	<p>pictures, writing, annotations drama, mode</p>	<p>historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p>	<p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in different forms</p> <p>Work independently in group showing initiative</p>	<p>understanding including extended writing</p> <p>Make decisions about how to present findings on a specific topic studied by carrying out their own investigations.</p>
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Radford Academy
Progression of Disciplinary concepts in History