







# Thinking Like an Historian (EYFS & KS1)









Through developing the following **disciplinary** knowledge (“knowing that”) and **procedural** knowledge (“knowing how to”), pupils learn how to **think like an historian**. The table below outlines where knowledge is **first taught** in KS1 or KS2:

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



# Thinking Like a Historian (LKS2)









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



# Thinking Like a Historian (UKS2)



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

The **Disciplinary Knowledge** curriculum for KS3 includes review of some of the objectives above, as pupils deepen and widen their learning, applying their ability to **think like a historian** to a wider range of contexts and with increasing independence. This will ensure a high and consistent standard for all pupils, including those who have not previously accessed the *United Learning Primary Curriculum*.

KS3 pupils will also learn, for the first time, about **Historical Interpretation**. This will build on their knowledge of several of the Disciplinary strands studied in the *Primary Curriculum* (in particular **Historical Evidence** and **Historical Significance**), as they develop their ability to explore the validity and wider context of historians' interpretations of the past.

