

Subject Specific Concepts in **History**

History Second Order Concept	Explanation	Substantive Concept
Chronology	The order in which key events happened or important historical figures lived and how these events connect or overlap.	democracy empire revolution monarchy conflict invasion faith settlements kingdom trade power
Change and Continuity	Over time, some things stay the same and some change both across and within different time periods. This can influence how we live today.	
Cause and Consequence	The reason for and impact of events in history on civilisations and the wider world both at the time and in the future.	
Historical Evidence and Interpretation	The way in which events in the past are explained – the difference between fact and opinion.	
Significance	Anything that has a bearing on a person or an event and how this influenced a situation – including how the past is remembered.	
Communicating about the past	The range of sources that provide information about history and their reliability or accuracy	

Progression of Secondary Order Concepts

EYFS	KS1	LKS2
Chronology		
<p>Develop a wide vocabulary of historical terms, such as: a long time ago, when I was younger, last year</p> <p>Order how people grow using first, next, last e.g. first you are a baby, next you are a child and then you grow into an adult</p>	<p>Develop an understanding of chronology working from themselves backwards. (All units)</p> <p>Sequence in chronological order at least 3-4 events (GFOL MA/MS&FN)</p> <p>Year 2 children should also: Sequence additional units of study in order on a timeline</p>	<p>Introduce the term BC and use this to help plot a timeline.</p> <p>Understand that when plotting BC dates, the smaller the number, the more recent the event.</p> <p>Be able to order events using the dates (BC-AD)</p> <p>Y4 children should also: Sequence additional units of study in order on a timeline</p>
Change and Continuity		
<p>Can talk about: Changes that have happened to themselves</p> <p>That things change over time (e.g. seasons, growth, life cycles, memories, birthdays).</p>	<p>Can identify: Old and new things in a picture (CHILM /GFOL/explorers)</p> <p>What was different and what was the same when their parents and grandparents were children / long ago (MA) (CHILM)</p>	<p>Can identify between and within periods: Things that stayed the same (BA-IA) (Egypt) Things that changed begin to understand why certain changes were important (SA-IA) Make links between events over time. (SA-IA) Begin to note the similarities and differences: within current period of history being studied when current period of history being studied is compared to previous periods that have been studied (SA-IA) Make links between periods of study occurring in the same time but in different places around the world (Egypt-SA-IA)</p>

History

Cause and Consequence		
Question why things happen and give explanations	Recognise that significant events happened because of a cause (GFOL / explorers MA)	Understand some of the reasons for and results of people's actions (Romans Boudicca)
Begin to identify what made something happen	Understand that aspects of life changed following an event (GFOL / Mary Seacole and Florence/MA CHILM) Year 2 children should also: Identify which events were more the most significant in the sequence	Look for links and effects in time studied offer a reasonable explanation for some events (SA-IA) Address and devise historical questions about cause (Romans/AS) Comment on the importance of cause and effects for some key events /daily life (Romans) Year 4 children should also: Identify how multiple factors linked together, led to key events (Romans/AS/Local History) (e.g. reasons for invasion, AS due to flooding/invitation by England /resources)
Historical Significance		
Recognise and describe a special object.	Talk about who or what was important (e.g. in simple historical account). (GFOL / explorers?)	Identify historically significant people and events from a period of history and what they did/happened. (Local / Boudicca Romans)
Recognise and describe a special time or event in their life (self, family or friends).	Talk about why they (who or what) were important and what changed/happened. (MS&FN /MA)	Begin to identify why what they did (or what happened) was important and how it changed things for people (Local / Romans)
Similarities and Differences		
Know about similarities and differences between: themselves and others families communities traditions	Start to understand life was different for different people in the past: rich and poor (Mary Anning) male and female (Mary Anning) Start to understand that this may have been different in different places at the same time. (FN&MS)	Identify (by including some examples) how life was different for different people in the past: rich and poor (Romans/ Egypt) Local (Verwood) male and female (Romans) different cultures and races (SA-IA-Egypt) different religions (As-Vikings/Egypt) Identify that this may have been different in different places at the same time. (SA-IA-Egypt)

Historical Evidence and Interpretations

Understand people have had different experiences

Understand people have & might like different things

Sort some objects into new and old

Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects)

Sort some objects/arteifacts between then and now and note key similarities and differences

Identify that two people can have different views of the same event (GFOL)

Year 2 children should also:

Find similarities between sources of the same event (recognising that the more something is corroborated, the more likely it is that it occurred).

FN letters and pictures of the wards / Samuel Pepys diary and painting of GFOL

Know that there are different types of sources (primary and secondary). a primary source is something that existed at the time a secondary source is something created by someone who has not lived through the time / event that is being discussed. Identify different sources that have given them information about the period they are studying.

Identify details in pictures and artefacts.

Use evidence from a source to answer a question or support and answer.

Begin to consider why there are different versions of events. That these may vary depending upon a person's place/role/side in history (Romans)

Year 4 children should also:

Understand that different versions of the past may exist.

Evaluate which sources are the most useful and explain why

History

Overview of Units

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	All about me – environment and location	Transport – Around the world	Space – Physical features of Earth	Growing and changing – farming and crops	Kings and Queens – locations of the monarchy	Stories from the past – fairy tales and fables
Year 1	Toys 1960 to present day <i>Changes in living memory</i>		The Great Fire of London <i>Events beyond living memory</i>		Mary Anning (local history) <i>Significant people / local history</i>	
Year 2		Titanic <i>Events beyond living memory</i>		Mary Seacole vs Florence Nightingale <i>Significant people (comparison)</i>		Explorers - Christopher Columbus / Ellen Macarthur <i>Significant people</i>
Year 3	Stone Age to Iron Age <i>Changes in Britain</i>		Ancient Egypt <i>Earliest civilizations</i>		Railways <i>Local history</i>	
Year 4		Romans in Britain <i>Roman Empire and its impact on Britain</i>		Anglo Saxons <i>Britain's settlements</i>		Vikings <i>Britain's settlements</i>

History

Vocabulary Progression

EYFS	Year 1	Year 2	Year 3	Year 4
Family Event Same Different experience past routine familiar unique older younger time parent King Queen Prince Princess Crown Before After Next Day Week Magna Carter Myth Legend Fable Folk tale Coronation Throne Palace Family Community	history historian pre-history archaeologist sources texts diaries photographs pictures artefact information records timeline living memory past present future century decade source significant change	Stuart Houses Narrow/ Wide Timber Framed Oak Bracket Wood Monarch King Charles II Recreation Plague Jetties Brazier London Port Reconstruction Plaster and Lathe Plague	Archaeologist Artefacts Prehistory hunter-gatherer nomad druid wattle and daub long barrow Quern stone hill fort River Nile black land irrigation Pharaohs hieroglyphics mummification pyramid	Empire Legion Cavalry Invasion Rebellion Emperor Defeat Aqueduct Centurion conquer parliamentarian restoration Catholic Protestant Protest Tax democracy invasion trade settlement Angelo Saxon Vikings Kingdom Scots Picts Migrations settlement raid Pagan Danelaw Danegeld