

Key concepts and skills progression in History

Key concepts in history

As historians, children at Sound gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire children's curiosity to learn and know more about the past. Throughout our planning, we provide opportunities for children to develop their skills and knowledge within history as well as to link this learning to key overarching themes and concepts.

Please see below the key concepts we weave and revisit throughout our units at Sound to understand the concepts integral to the study of history.

Concept	Why we learn about the concept	Curriculum development
Introduced within EYFS		
Continuity and change	Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is different from what occurred previously.	Throughout each year group. The concept of continuity and change is woven into teaching within each unit and explored.
Similarity and difference	The inclusion of 'similarity and difference' as a second-order concept within the National Curriculum is essentially concerned with helping students to move beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of past experience.	This concept is introduced from EYFS and over KS1 to compare historical events to life today. This continues throughout KS2.
Chronology	The chronology of a series of past events is the times at which they happened in the order in which they happened. Learning about the complex concept of chronology underpins children's developing sense of period, as well as key concepts such as change and	Children in the EYFS begin to order events into time order mainly based on their own experiences.

	<p>causation. Chronology contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.</p>	<p>This is built on throughout Key Stage One. In Year One, children begin to explore timelines – initially from their own experiences through their Marvellous Me unit and then explored within units such as the Great Fire of London.</p> <p>Timelines and chronology continue to be a key theme throughout history at Sound.</p> <p>By Key Stage 2, children use timelines to order events within their historical study in date order and create their own versions.</p>
<p>Introduced within Key Stage One</p>		
<p>Evidence</p>	<p>Evidence is an important part of historical inquiry and refers to the information that is collected from various sources. It can come in many different forms, from an individual account, letters, photographs, paintings, clothing. Any object from history can be classed as evidence and used then to hypothesis and allow historians to piece together the past. Evidence can be separated into two categories, primary evidence and secondary evidence.</p>	<p>Evidence is introduced within the Year One programme of study and continues to be a key theme to help children understand how we can learn about the past.</p> <p>By Key Stage Two, children begin to use sources with increasing independence, to identify which pieces help them to find out about the past.</p>
<p>Perspectives</p>	<p>Perspectives are an important part of historical inquiry. Perspectives can be explained as a point of view - a personal explanation of what people believe is going on around them. Points of view of an event, person, place or artefact can differ and will be shaped on an individual's age, gender, beliefs and values. Historians are no different and their 'perspective' is also influenced depending upon</p>	<p>From Year One, children consider different perspectives within history – starting from the events of the Gunpowder Plot.</p> <p>By Key Stage Two, teaching strategies such as debate and role</p>

	<p>their own interpretation and beliefs. As historians it is therefore important that we take into consideration the different values and beliefs that have affected the lives of people in the past.</p>	<p>play allow children to consider a range of perspectives.</p>
Significance	<p>Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or place. The importance or significance of a person, place or event defines and influences the way that the past is remembered.</p>	<p>In Key Stage One the concept of significance is introduced with key historical figures and the impact of key historical events. The concept is deepened in Key Stage Two through learning about significant events within a specific time period, such as within the Battle of Britain and the impact this has on the course of history.</p>
Conflict	<p>Conflict is the process of actual or perceived opposition between individuals or groups. This could be opposition over positions, interests or values. Historians distinguish between non-violent and violent conflict. In this distinction, non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires resolution. Disagreements and conflict can occur in our everyday lives. Our children will learn about the impact and consequences that conflict which goes unresolved has had upon our world, nation and local area.</p>	<p>Conflict within history is introduced in Key Stage One and build on throughout the Key Stage 2 units such as when exploring Roman Britain, Anglo-Saxons and Vikings as well as an in-depth study with World War 1 and 2.</p>
Interpretation	<p>Historical interpretation is the way people in later times explain people, places and events in history. When children use the concept of 'interpretation' they are thinking and evaluating the historical information they have been presented with. Children will establish which parts are factual, which are points of view, or which are imagined.</p>	<p>This concept is introduced in Year Two and children begin to consider the information they have been given. This concept is explored further in Key Stage Two to identify how interpretations can affect how historical events are viewed.</p>

Introduced within Lower Key Stage 2		
Reasoning	We can explain reasoning as a way to make sense of things where facts are established and verified using logic and justification, based upon existing or new information. Historians define historical reasoning as an action which a person organises materials about the past so that they can describe, compare, and/or explain historical people places or events.	Reasoning becomes a focus within our local history units where children use local, primary sources to find out about the past.
Culture	Examining the concept of culture will open up inquiries into how people deal with the past. It involves the attitudes, beliefs, values and views of a group of people in history. It will allow historians the opportunity to reflect and examine how communities have been influenced by people or events in the past.	Culture becomes a key concept within Key Stage Two, particularly within the wider world studies. For example, learning about the impact of Ancient Greece on modern society allows opportunities to view and understand how cultures have been influenced.
Invasion and settlement	Invaders are an army or country that uses force to enter and take control of another country. Settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land	This concept is a key theme within British history, particularly when learning about Romans, Anglo-Saxons and Vikings. By Upper Key Stage Two children explore modern invasions linked to World Wars and the political impact across countries in the wider world.
Causes and consequences	Cause and effect can be defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event. It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always. Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict, and on some occasions it may not be detected until long after the event.	Causes and consequences are explored within social history studies and local history.

Introduced within Upper Key Stage 2		
Empathy	Empathy as a concept helps us to make sense of the influence past events had on people. It also comprises an awareness of the conditions that people faced and inspiration, values and beliefs at this time. It could be described as the capability to 'walk in someone else's shoes' – to have insight into their feelings, thought and experiences. It brings history to life and connects people now matter how many time has passed.	Empathy within history becomes a key concept within Upper Key Stage Two where learning about in-depth studies such as World War 1.
Contestability	The concept of contestability refers to accounts of historical events or people that are debatable. Historians may have access to artefacts that are incomplete or have elements missing, or be damaged. As a result, historians draw different conclusions about the evidence. Historians find this to be one of the exciting things about history – it is open to arguments. Often there is no correct answer with historian constantly seeking more to develop their own interpretation of the past.	Upper Key Stage Two children are taught and encouraged to consider the quality, accuracy and reliability of sources much more critically to help them to determine their view of the past.

Concepts explored within units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	History involving continuity and change		History involving similarities and differences		Begin to explore chronology	
Year One	Marvellous Me	Gunpowder Plot and Remembrance		Great Fire of London	Local History – Fire of Nantwich	Seaside holidays
	<ul style="list-style-type: none"> • Chronology • Similarities and differences 	<ul style="list-style-type: none"> • Perspectives • Conflict 		<ul style="list-style-type: none"> • Evidence • Chronology 	<ul style="list-style-type: none"> • Chronology • Similarities and difference 	<ul style="list-style-type: none"> • Continuity and change
Year Two	Jurassic Park (Mary Anning)		Changes within living memory		Magnificent Monarchs	

	<ul style="list-style-type: none"> Evidence Continuity and change 		<ul style="list-style-type: none"> similarities and differences 		<ul style="list-style-type: none"> Significance Chronology Perspectives 	
Year Three, Four, Five – Year A	Ancient Egypt Wider World Study		WW2 – Battle of Britain British and Local study		Crime and Punishment British and local history	
	<ul style="list-style-type: none"> Evidence Culture Chronology 		<ul style="list-style-type: none"> Significance Conflict 		<ul style="list-style-type: none"> Chronology Causes and consequences 	
Year Six	World War One British and local history		Ancient Greece Wider World Study		Local History Study British and Local history	
	<ul style="list-style-type: none"> Chronology Causes and consequences Conflict Empathy Invasion and settlement 		<ul style="list-style-type: none"> Evidence Reasoning Culture 		<ul style="list-style-type: none"> Contestability Chronology Continuity and change 	
KS2 units rotated for Y3/4/5						
Year B	Anglo-Saxons British and Local history		Vikings British and local history		Maya Civilization World History	
	<ul style="list-style-type: none"> Invasion and settlement Culture Evidence Chronology 		<ul style="list-style-type: none"> Invasion and settlement Chronology 		<ul style="list-style-type: none"> Similarities and differences Evidence Interpretation 	

Year C	Britain from Stone Age to Iron Age British and Local history		Roman Empire British and Local history		Local History – Sound School British and local history	
	<ul style="list-style-type: none"> Evidence Continuity and change 		<ul style="list-style-type: none"> Cause and consequences Evidence Perspectives 		<ul style="list-style-type: none"> Causes and consequences Chronology 	

Skills progression for History

	EYFS	Year 1	Year 2
Chronology	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>Understand the difference between things that happened in the past and the present</p> <p>Sequence events or artefacts in chronological order</p> <p>Use language and phrases such as: now, yesterday, last week, a long time ago, before I was born, when my parents/carers/grandparents were young</p>	<p>Sequence artefacts, photos and people in order of when they happened, using a timeline</p> <p>Place the key points of an important event on a timeline.</p> <p>Understand and use the words past and present when telling others about an event</p>
Interpretations of history	<p>Begin to use sources to find out about the past – for example looking through photographs to compare the past and present.</p>	<p>Look at a range of sources to find out about the past including:</p> <ul style="list-style-type: none"> Books Stories (narratives) Videos Photographs 	<p>Identify different ways in which the past is represented (e.g. photos, pictures, artefacts, eyewitness accounts, historic buildings, museums, historical sites)</p>

		<ul style="list-style-type: none"> • Pictures • Artefacts 	<p>Begin to distinguish between fact and fiction</p> <p>Compare different representations of the same event, thinking about what is the same and what is different</p>
Historical enquiry	<p>Ask questions to find out about the past</p> <p>Answer questions when finding out about the past such as through stories, shown through videos or photographs or in handling artefacts.</p>	<p>Sort artefacts into 'then' and 'now'</p> <p>Use a source – handle, question, observe and sketch</p> <p>When handling artefacts, begin to answer questions such as 'what was it used for?'</p>	<p>Use a source to find out: why, what, who, how and where</p> <p>Identify similarities and differences between ways of life in different periods of time</p> <p>Choose and use parts of stories and other sources to show they know and understand key features of events</p>

	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Place both the period of history, and events from that period studied on a timeline in chronological order</p> <p>Use the words BC and AD in relation to timelines</p>	<p>Place events from period of history studied on a timeline and begin to use dates</p> <p>Begin to use terms related to periods of history (e.g. ancient, modern, century, decade)</p>	<p>Place current study on a timeline in relation to other studies</p> <p>Use terms related to periods of history (e.g. Stone Age, Roman, etc)</p>	<p>Order significant events, movements and dates on a timeline</p> <p>Use relevant dates and terms when discussing periods of history (e.g. eras, periods, centuries, specific date ranges)</p>

	Use dates and terms related to the passing of time (e.g. between, during, after)	Describe the main changes in a period of history	Make comparisons between different times in history	Make connections, contrasts and discuss trends over periods of time
Interpretations of history	<p>Identify and compare different ways in which the past is represented (e.g. photos, pictures, artefacts, eye-witness accounts, historic buildings, museums, historical sites)</p> <p>Discuss the reliability of photos, accounts and stories</p>	<p>Distinguish between different sources (e.g. photos, pictures, artefacts, eye-witness accounts, historic buildings, museums, historical sites)</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Know that sometimes people in the past represented events or ideas in a way in order to persuade others</p>	<p>Use a wide range of sources to find out about the past.</p> <p>Begin to identify primary and secondary sources</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of historical events</p> <p>Offer some reasons for different versions of events</p>	<p>Use a wide range of sources to find out about the past.</p> <p>Recognise primary and secondary sources</p> <p>Evaluate sources of evidence, considering ways to check their accuracy</p> <p>Give clear reasons why there may be different accounts of historical events.</p>

<p>Historical enquiry</p>	<p>Ask and answer questions about: what, who, how, where and why, similarities and differences</p> <p>Observe small details in artefacts and pictures, relevant to the study</p> <p>Use evidence to build up a picture of a past event</p> <p>Begin to use books and ICT for research</p>	<p>Ask and answer a variety of questions about change, similarities and differences</p> <p>Choose relevant material to present a picture of aspects of life in the past</p> <p>Use books and ICT for research, evaluating the reliability of different search results</p>	<p>Regularly address and sometimes devise historically valid questions about: change, cause, similarities and differences</p> <p>Choose reliable sources to answer questions</p> <p>Use books and ICT for research, selecting relevant sections of information and putting it into your 'own words'</p>	<p>Investigate own lines of enquiry by posing questions to answer about: change, cause, similarities and differences and significance</p> <p>Choose reliable sources to answer questions, realising that there is often not a single 'correct' answer to historical questions</p> <p>Identify omissions in information gathered from a range of sources, why these might occur, and the means of finding them out</p>
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