

## Six areas of disciplinary and substantive knowledge which underpin the Abbeywood history curriculum

The assessment framework is structured according to these six areas of disciplinary knowledge, all of which are interwoven with substantive historical knowledge and concepts. This should be read alongside our co-design materials and exemplification, which specifies aspects of historical study for particular year groups. These materials are designed to inform how we plan for children to improve year by year and assess how well they are improving.

|  |   |
|--|---|
| <p><b>Understanding of chronology</b></p>  | <p>Our curriculum enables pupils to get better at describing the passage of time, and organising what they have studied in chronological sequence.</p>                              |
| <p><i>A coherent understanding of the past depends on building a sense of 'periods of history'. In the primary years this is underpinned by being able to sequence events, lives and artefacts by date, year, decade, century and millennium, using the language of chronology to place these within a historical period, and to see how historical periods in different places overlap and run parallel.</i></p>  |   |
| <p><b>Understanding of continuity and change</b></p>   | <p>Our curriculum enables pupils to get better at identifying, describing and explaining what has changed over time, how it has changed and why change has taken place.</p>         |
| <p><i>Artefacts and objects from the past, events, lives and historical factors can have both similarities and differences, and may lead to things changing or remaining the same. In the primary years understanding of how and why things have changed over time is underpinned by comparing events, people and factors within and between periods of time, describing and explaining what has changed and finding out about reasons for change.</i></p>   |   |
| <p><b>Understanding of cause and consequence</b></p>   | <p>Our curriculum enables pupils to get better at explaining how events, the actions of people and other factors have had impact on the events and developments which followed.</p> |
| <p><i>Historical events and actions link together and lead to others in a ripple effect. However, there is always more than one cause and consequence, they link together in ways which are often complex. In the primary years understanding of cause and consequence develops in KS2 and is underpinned by examining and reasoning about how sequences of events and changes over time had direct and indirect causes which can be identified.</i></p>   |   |
| <p><b>Understanding of historical significance</b></p>   | <p>Our curriculum enables pupils to get better at weighing up and making judgements about the relative importance of events, people and developments in the past.</p>               |
| <p><i>In History we think about the importance of events and changes in relation to others, but the extent to which something is judged significant is debatable. The past does not change, but our views and understanding of the past do change. In the primary years understanding of this develops in KS2 by using evidence of what happened and the impact of events and change on people's lives to come to reasoned and plausible judgements about motives behind actions and about positive and negative consequences of change.</i></p> |   |
| <p><b>Historical enquiry and using historical sources</b></p>  | <p>Our curriculum enables pupils to get better at investigating evidence of what happened in the past.</p>  |
| <p><i>Historical evidence has survived from the past like a witness, and like all witnesses it needs to be questioned. In the primary years children build a range of cumulative experiences of learning about how historians have discovered evidence of what happened in the past, looking at, handling and comparing primary sources of evidence, and studying and comparing secondary sources of evidence.</i></p>   |   |
| <p><b>Communicating historical knowledge and understanding</b></p>   | <p>Our curriculum enables pupils to get better at demonstrating and explaining what they have found out from their study of the past.</p>   |
| <p><i>Effective communication in history depends on presenting, describing and summarising evidence and offering explanation of how the evidence is connected and what conclusions may be drawn from it. In the primary years, this is underpinned by effective discussion which promotes describing in detail and explanation which is based on reasoning, by deepening language comprehension through varied reading and study of vocabulary, and by writing purposeful accounts, descriptions and explanations.</i></p>                       |   |



## Progression in chronological understanding

Getting better at describing the passage of time, and organising what has been studied in chronological sequence

| Y1  | Y2  | Y3   | Y4   |
|---|---|--|--|
| <p>Describes events and objects in the context of the passing of time using comparative language “old, older, oldest” and time relative to themselves “the present”, “before I was born”, “a long time ago”.</p> <p>Sequences events in their own life, and artefacts and images from distinctly different periods of time.</p> <p>Sequences events on a simple timeline.</p> | <p>Describes events and objects in the context of the passing of time using knowledge of the calendar, “year” and “century”.</p> <p>Sequences events artefacts and images from within a time period.</p> <p>Places events on a simple timeline, matching events to dates.</p> | <p>Accurately describes events in the context of the passing of time using appropriate mathematical vocabulary including “decade”, “BC” and “AD”.</p> <p>Uses observational evidence, prior knowledge and reasoning to sequence events artefacts and images within periods of time studied.</p> <p>Places events from a historical period studied on a timeline, annotating to add further detail.</p> | <p>Accurately sequences events in the context of the passing of time using appropriate mathematical language, and uses mathematical knowledge to work out how long-ago events took place.</p> <p>Uses observational evidence, prior knowledge and reasoning to sequence events artefacts and images within periods of time studied.</p> <p>Places events from a historical period studied on a timeline, annotating to add further detail.</p> |



## Progression in understanding continuity and change

Getting better at identifying, describing and explaining what has changed over time, how it has changed and why change has taken place

| Y1   | Y2  | Y3   | Y4  |
|--|---|--|---|
| Identifies similarities and differences between artefacts of different ages.<br><br>Describes things that are different in their life from that of older generations when they were young. | Describes in detail similarities and differences between artefacts of different ages.<br><br>Describes how things differ in their life from that of a specific period of history studied. | Describes how a significant aspect of everyday life (e.g. tools, work, buildings) changed over time during a period of history studied.<br><br>Explains the impact of change in a significant aspect of everyday life in how people lived. | Describes how a significant aspect of everyday life (e.g., tools, work, buildings) changed over time during a period of history studied.<br><br>Explains the impact of change in a significant aspect of everyday life in how people lived. |



### Progression in understanding cause and consequence

Getting better at explaining how the actions of people and other factors had impact on events and developments which followed

Y3

Describes the actions of individuals and groups from within the same historical study, and identifies specific consequences of their actions.

Y4

Describes the actions of individuals and groups from within the same historical study, the consequences of their actions and the impact their actions had on others.



### Progression in understanding historical significance

Getting better at weighing up and making judgements about the relative importance of events, people and developments in the past

Y3

Judges the relative importance of a change which has occurred in a historical period studied, giving reasons for their views.

Y4

Compares the actions of individuals and groups from within the same historical study, the consequences of their actions and the impact their actions had on others, to form a judgement about relative importance.

Compares the relative importance of two changes which have occurred in a historical period studied, giving reasons for their views.



## Progression in historical enquiry and using historical sources

### Getting better at investigating evidence of what happened in the past

| Y1   | Y2  | Y3   | Y4   |
|--|---|--|--|
| <p>Forms questions about why things have changed over time.</p> <p>Finds out information about the past by selecting evidence to look at and by talking to older people.</p> | <p>Forms specific questions about what took place and reasons for events and actions by people.</p> <p>Uses a variety of sources of evidence to answer specific questions about events which took place.</p> <p>Identifies differences between eye-witness accounts and accounts created after the event.</p> | <p>Speculates about events and actions which took place, giving reasons for their ideas.</p> <p>Uses a variety of sources of evidence to answer specific questions about events which took place and how things changed over a period of time studied.</p> <p>Identifies differences between accounts of events or actions which took place.</p> | <p>Speculates about possible and probable events and actions which took place, giving reasons for their ideas.</p> <p>Seeks evidence from a variety of sources to establish in detail events and actions which took place, and identifies what may be uncertain.</p> <p>Explains how differing accounts events or actions relate to evidence from primary sources.</p> |



## Progression in communicating historical knowledge and understanding

Getting better at demonstrating and explaining what has been found out about the study of the past

| Y1   | Y2  | Y3   | Y4   |
|--|---|--|--|
| Recounts events in the past in detail to show how something has changed.<br><br>Explains how they know that what they say is accurate. | Recounts in detail an event from a period of historical study.<br><br>Explains how they know their recount is accurate. | Recounts in detail a series of events from a period of historical study.<br><br>Explains which sources they have used to build their sequence of events. | Recounts a chronological narrative showing how change over time has taken place within the period studied.<br><br>Explains which sources they have used to build their sequence of events, and why they have used these sources. |

**How learning in the Early Years Foundation Stage provides the range of experiences and a secure knowledge base, on which the KS1 curriculum in History builds.**

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in History may in Early Years draw upon all the areas of learning - Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in what is called Understanding the World and what they will develop in KS1 in History, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. For example, many of the experiences which will allow children to find out and think about events in the past will come from stories and story-telling, and from talking to people and visitors, the developmental purpose of which will be rooted in Communication and Language and Literacy. Similarly, language used to describe the passage of time

In our schools, the experiences children gain across the EYFS curriculum are rich in opportunities to investigate and explore their immediate and local environment, to explore questions they have about the world, and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of History: curiosity in their encounters with stories, people and visual representations of events in the past, asking questions and comparing what they know about people and things familiar to their lives with what is unfamiliar.

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- Talk about their families, and what they have listened to about the experiences of people from other generations;
- Through handling of artefacts, study of images, and listening to accounts ask questions and enquire about events in the past and how people in the past lived their lives;
- Through stories, films and imaginary exploration, to enquire and find out about events and people in the past;
- Through stories, films and imaginary exploration, to enquire and find out about things which have changed over time.

All of these experiences and knowledge gained provide a secure foundation for what they will encounter in History in KS1 and beyond.



## At the end of Year One

| <b>Chronological understanding</b>  | <b>Understanding continuity and change</b>  | <b>Historical enquiry and using historical sources</b>   | <b>Communicating historical knowledge and understanding</b>   |
|---|---|--|---|
| <i>Describing the passage of time, and organising what has been studied in chronological sequence</i>   | <i>Identifying, describing and explaining what has changed over time, how it has changed and why change has taken place</i>   | <i>Investigating evidence of what happened in the past</i>   | <i>Demonstrating and explaining what has been found out about the study of the past</i>   |
| <p>Describes events and objects in the context of the passing of time using comparative language “old, older, oldest” and time relative to themselves “the present”, “before I was born”, “a long time ago”.</p> <p>Sequences events in their own life, and artefacts and images from distinctly different periods of time.</p> <p>Sequences events on a simple timeline.</p> | <p>Identifies similarities and differences between artefacts of different ages.</p> <p>Describes things that are different in their life from that of older generations when they were young.</p> | <p>Forms questions about why things have changed over time.</p> <p>Finds out information about the past by selecting evidence to look at and by talking to older people.</p> | <p>Recounts events in the past in detail to show how something has changed.</p> <p>Explains how they know that what they say is accurate.</p> |





## At the end of Year Two

| <b>Chronological understanding</b>  | <b>Understanding continuity and change</b>   | <b>Historical enquiry and using historical sources</b>  | <b>Communicating historical knowledge and understanding</b>  |
|---|--|---|--|
| <i>Describing the passage of time, and organising what has been studied in chronological sequence</i>   | <i>Identifying, describing and explaining what has changed over time, how it has changed and why change has taken place</i>  | <i>Investigating evidence of what happened in the past</i>  | <i>Demonstrating and explaining what has been found out about the study of the past</i>  |
| <p>Describes events and objects in the context of the passing of time using knowledge of the calendar, “year” and “century”.</p> <p>Sequences events artefacts and images from within a time period.</p> <p>Places events on a simple timeline, matching events to dates.</p> | <p>Describes in detail similarities and differences between artefacts of different ages.</p> <p>Describes how things differ in their life from that of a specific period of history studied.</p> | <p>Forms specific questions about what took place and reasons for events and actions by people.</p> <p>Uses a variety of sources of evidence to answer specific questions about events which took place.</p> <p>Identifies differences between eye-witness accounts and accounts created after the event.</p> | <p>Recounts in detail an event from a period of historical study.</p> <p>Explains how they know their recount is accurate.</p> |



### At the end of Year Three

| <b>Chronological understanding</b>   | <b>Understanding continuity and change</b>   | <b>Understanding cause and consequence</b>   | <b>Understanding historical significance</b>   | <b>Using historical sources</b>  | <b>Communicating historical knowledge and understanding</b>   |
|--|--|--|--|--|---|
| Describing the passage of time, and organising what has been studied in chronological sequence   | Identifying, describing and explaining what has changed over time, how it has changed and why change has taken place   | Explaining how the actions of people and other factors had impact on events and developments which followed  | Weighing up and making judgements about the relative importance of events, people and developments in the past                       | Investigating evidence of what happened in the past  | Demonstrating and explaining what has been found out about the study of the past  |
| <p>Accurately describes events in the context of the passing of time using appropriate mathematical vocabulary including “decade”, “BC” and “AD”.</p> <p>Uses observational evidence, prior knowledge and reasoning to sequence events artefacts and images within periods of time studied.</p> <p>Places events from a historical period studied on a timeline, annotating to add further detail.</p> | <p>Describes how a significant aspect of everyday life (e.g., tools, work, buildings) changed over time during a period of history studied.</p> <p>Explains the impact of change in a significant aspect of everyday life in how people lived.</p> | <p>Describes the actions of individuals and groups from within the same historical study, and identifies specific consequences of their actions.</p> | <p>Judges the relative importance of a change which has occurred in a historical period studied, giving reasons for their views.</p> | <p>Speculates about events and actions which took place, giving reasons for their ideas.</p> <p>Uses a variety of sources of evidence to answer specific questions about events which took place and how things changed over a period of time studied.</p> <p>Identifies differences between accounts of events or actions which took place.</p> | <p>Recounts in detail a series of events from a period of historical study.</p> <p>Explains which sources they have used to build their sequence of events.</p> |



## At the end of Year Four

| <b>Chronological understanding</b>   | <b>Understanding continuity and change</b>   | <b>Understanding cause and consequence</b>  | <b>Understanding historical significance</b>   | <b>Using historical sources</b>  | <b>Communicating historical knowledge and understanding</b>   |
|--|--|---|--|--|---|
| Describing the passage of time, and organising what has been studied in chronological sequence   | Identifying, describing and explaining what has changed over time, how it has changed and why change has taken place   | Explaining how the actions of people and other factors had impact on events and developments which followed   | Weighing up and making judgements about the relative importance of events, people and developments in the past   | Investigating evidence of what happened in the past  | Demonstrating and explaining what has been found out about the study of the past  |
| <p>Accurately sequences events in the context of the passing of time using appropriate mathematical language, and uses mathematical knowledge to work out how long-ago events took place.</p> <p>Uses observational evidence, prior knowledge and reasoning to sequence events artefacts and images within periods of time studied.</p> <p>Places events from a historical period studied on a timeline, annotating to add further detail.</p> | <p>Describes how a significant aspect of everyday life (e.g., tools, work, buildings) changed over time during a period of history studied.</p> <p>Explains the impact of change in a significant aspect of everyday life in how people lived.</p> | <p>Describes the actions of individuals and groups from within the same historical study, the consequences of their actions and the impact their actions had on others.</p> | <p>Compares the actions of individuals and groups from within the same historical study, the consequences of their actions and the impact their actions had on others, to form a judgement about relative importance.</p> <p>Compares the relative importance of two changes which have occurred in a historical period studied, giving reasons for their views.</p> | <p>Speculates about possible and probable events and actions which took place, giving reasons for their ideas.</p> <p>Seeks evidence from a variety of sources to establish in detail events and actions which took place, and identifies what may be uncertain.</p> <p>Explains how differing accounts events or actions relate to evidence from primary sources.</p> | <p>Recounts a chronological narrative showing how change over time has taken place within the period studied.</p> <p>Explains which sources they have used to build their sequence of events, and why they have used these sources.</p> |

# Abbeywood substantive concepts in history

From the inner ring to the outer represents how concepts build from concrete to abstract

