

## Disciplinary Concepts Overview Wychwood Primary School

	EYFS	KS1	LKS2	UKS2
Chronology	<p>Begin to make sense of their own life history e.g. birthdays and celebrations.</p> <p>Begin to make sense of their family's history e.g. family celebrations.</p> <p>Use some words related to time e.g. now, then, past.</p>	<p>Sequence a few events, objects or pieces of information on a timeline.</p> <p>Use a wider range of words related to time, including some historical terms such as century or decade.</p>	<p>Place the period being studied on a timeline.</p> <p>Use terms related to the period being studied and begin to date events.</p> <p>Begin to use the terms BC/AD.</p> <p>Sequence several events on a timeline.</p>	<p>Place current study on a timeline in relation to other previous studies.</p> <p>Use relevant terms and dates. Know and recall some significant dates.</p> <p>Confidently use the terms BC/AD</p> <p>Sequence several events on a timeline.</p>
Cause and consequence	<p>Understand that an event can result in a change.</p>	<p>Make comments and observations about why people did things, why events happened and what happened as a result of these.</p> <p>Talk about consequences of events being studied.</p>	<p>Know cause and consequences of events being studied.</p> <p>Explain the impact these consequences had.</p>	<p>Analyse and explain reasons for and results of historical events, situations and changes.</p> <p>Consider the impact these consequences had and hypothesise what would have happened if they had not taken place. Reflect on whether they consequence was positive, negative or both.</p>
Significance	<p>Know the name of a significant event e.g. Christmas, Bonfire night.</p> <p>Begin to understand that some people from the past were famous and</p>	<p>Explain why someone from the past is significant. Pinpoint what they did that made them significant.</p> <p>Explain why an event from the past is significant.</p>	<p>Explain why people, events, or periods of time were significant and why. Discuss how wide spread the significance was – local, UK, worldwide.</p>	<p>Know, make links and draw comparisons between important events, places and people.</p>

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	understand that these people made changes.			
Similarity and difference	Be able to make simple comparisons between the past and now.	Make comments and observations on similarities and differences between life now and life in the past.	To describe similarities and differences in society, culture and religion.	Describe and make links between events, situations and changes within and between different periods and societies.  Explain why there are differences and similarities in society, culture and religion.
Sources and evidence	Use picture books and pictures/photographs to support talking about the past.	Talk about the different ways that the past is represented and recorded.  Use artefacts and sources to find out about the past.  Begin to compare sources of evidence.	Use evidence to explain the past  Think critically with the evidence.  Recognise that sources can be written from different perspectives and for different purposes.  Compare sources of evidence.  Look at a range of evidence.	Explain how evidence helps us to know about the past.  Explain what types of evidence tell us about the past.  Explain the reliability and endurance of evidence.  Discuss reliability of source being used and understand there is often not a single answer to historical questions.
Change and continuity	To know some similarities and differences between things in the past and things now??	To talk about what has changed from the past and what has stayed the same.	To find out some similarities and differences between aspects of life at different times in the past.  To describe and give reasons for changes	To explain and give reasons for and the results of historical events, situations and changes.  To point out trends and links between events,



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Philippians 2.15

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			To describe changes within and between periods and societies.	situations and changes within and between different periods and societies over long areas of times.
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