Disciplinary Skills and Concepts

Subject disciplinary skills and concepts define how a Historian thinks and works. They are the essential characteristics that define learning and study in History. By developing a knowledge and understanding of the subject disciplinary skills, pupils are enabled to develop their substantive knowledge and concepts.

Disciplinary skills

Disciplinary Skills – Working like a Historian

These are the three of the key things that Historians do to make sense of the information available to them.

Chronology	Historians look to make sense of events in the past, and organise them according to the order that they happened in.
Using and interpreting evidence	Historians use evidence to learn about events that happened in the past.
Significance	Developing an understanding of why this piece of history is important

Disciplinary Concepts – Thinking like a Historian

These are the major concepts that are studied as the pupils progress into Key Stage 2. They are the organising structures for Historical thinking. Each learning unit develops thinking in at least one concept area. As the learning progresses through each key stage the pupils will be able to make connections current and prior learning within and across concepts. This helps to organise the pupils' developing Historical schema.

Forming Civilisations	Developing an understanding of how civilisations have formed and grown across the world and over time.
Invasion and Settlement	Understanding how people have moved around regions and the world, and how the balance of power has changed following invasions
Advancing Technology	Understanding the major advancements in technology that have resulted in changes
Cause and Consequence	Understanding how the actions of people have had an impact on the events that follow
Similarities and differences	Understanding how things have changed or stayed the same over time, and comparing between different periods.

Substantive Knowledge and Concepts

Substantive knowledge forms the key pieces of information that are required to develop a concept. The core substantive knowledge is specified in Layer 3. The learning process should support that accurate and fluent recall of the defined knowledge. The substantive concepts group together substantive knowledge into distinct bodies of knowledge..

Substantive Concepts in EYFS and Key Stage 1

EYFS and Key Stage 1	Personal History	History of significant events, individuals and places
Key Stage 1 only	History within living memory	History beyond living memory

In the Early Years we teach history within two substantive concepts, which develop the pupils' awareness that history is relevant to their own lives. In Key Stage 1, we continue to develop the concept that History is personal and relevant to the pupils, and extend this conceptual framework to explore significant events, and History within living memory and also History beyond living memory.

Substantive Concepts in Key Stage 2

History of Britain before 1066	**History of Britain since 1066 including a Local History Study**	**Development of Ancient Civilisations**

We have organised our substantive concepts into the three areas outlined above. These four concept areas enable us to cover the 9 required areas from the National Curriculum, whilst enabling pupils to develop strong schema by recognising the chronology and connections across each period of history studied.

Curriculum Organisation by Key Stage

Early Years Foundation Stage

In the Early Years, learning is focused on the pupils' lived experiences. The learning is developing their awareness of the world around them, whilst being anchored in their own experiences. At this stage, chronology and significance are the key Working like a Historian skills that are developed. They are recognising that events can be put in order, and that they remember and talk about important things that have happened in their own lives.

Pupils will learn within the following substantive concepts:

Personal History	History of Significant Individuals
Pupils will be able to talk about significant events in their own lives such as: • birthdays, starting school, learning to talk and walk, how they have grown and changed, places they have been. Pupils will be able to put these events in order, and to talk about why they were special and/or important events. Pupils will be able to describe changes that they have noticed.	Pupils will talk about people that are significant about them. Pupils will talk about things that they have done with their significant people. Pupils will talk about why the things that they can remember are special to them.

using the following disciplinary skills:

	Chronology	Significance
Working like a Historian	Pupils will put events in order Pupils will recognise chronology in stories. Pupils will recognise the passing of time in terms of days (the immediate) and years (the long term). Pupils will use the past tense when talking about things that happened in the past. Pupils will recognise language in stories that shows the story happened in the past.	Why is the event special to me? Why is this person special to me? Why is this character important?

Curriculum Organisation by Key Stage

Key Stage 1

As the pupils move into Key Stage 1, they are formally introduced to learning in History. They become aware of the term History. They now have a concept (albeit simple) of chronology and significance. Learning will link these skills to the discipline of learning in History, and will begin to use the term Working Like a Historian. They will also learn that Working Like a Historian requires them to use and interpret evidence.

Pupils will learn within the following substantive concepts, with the units pertinent to the concept included in the green sections:

<table>
<tr><th>Personal History</th><th>History of Significant Events, Individuals and Places</th></tr>
<tr><td rowspan="4">Pupils will be able to talk about significant events in their own lives such as:
birthdays, starting school, learning to talk and walk, how they have grown and changed, places they have been, holidays, religious celebrations.
Pupils will be able to put these events in order, and to talk about why they were special and/or important events.
Pupils will be able to describe changes that they have noticed.</td><td>Pupils will continue to explore the significant stories and events of people who are important in their own lives.
Additionally, pupils will develop specific knowledge in the following units:</td></tr>
<tr><td>What was the Space Race?</td></tr>
<tr><td>How did Mary Seacole and Florence Nightingale break barriers?</td></tr>
<tr><td>Is Bolsover Castle like other castles?</td></tr>
<tr><th>History within living memory</th><th>History beyond living memory</th></tr>
<tr><td>Pupils will develop a concept of ‘within living memory’ which includes being able to gather evidence directly from people who are still alive and can talk about the history being studied.

This will be developed through study in the following units:</td><td>Pupils will develop a concept of ‘beyond living memory’, which means that there is no one alive that we can gather direct evidence from, and that we therefore have to consider different sources of evidence.
This will be developed through study in the following units:</td></tr>
<tr><td>How has media, fashion and television changed since the 1960s?</td><td>What do we know about the Royal Family in Victorian times?</td></tr>
<tr><td>How have our houses changed since World War II?</td><td>What happened when London burned in 1666?</td></tr>
<tr><td></td><td>When did humans start to fly?</td></tr>
</table>

using the following disciplinary skills:

Working like a Historian		
Chronology	Significance	Using and interpreting evidence
Pupils will put events in order Pupils will recognise the passing of time in terms of days (the immediate) and years, decades and centuries (the long term).	Why is event important? What happened? Who were the most important people?	Pupils will recognise that we can get evidence from: • books, photographs, written documents and orally through the history shared by people.

Curriculum Organisation by Key Stage

Key Stage 2

As the pupils progress into Key Stage 2, the learning progresses to be specifically focused on periods of history, which have been organised into the substantive concepts. Learning in each unit will further develop the pupils' use of their Disciplinary Skills (working like a Historian). Each unit will also focus on one or more of the Disciplinary Concepts, so that the pupils develop an understanding of how Historians think and organise knowledge into key historical concepts.

Pupils will learn within the following **substantive concepts**, with the units pertinent to the concept included in the green sections, and the disciplinary concept indicated by the symbol:

The History of Britain before 1066	The Development of Ancient Civilisations
Pupils will understand that there were distinct historical periods that can be identified prior to the Norman Conquest of 1066, and will begin to evaluate how much direct evidence exists in comparison to later periods of history.	Pupils will learn that there were major civilisations that existed in different parts of the world, and that these civilisations were sophisticated in nature. They will also learn about the lasting legacies of the civilisations.
Y3/4 – Changes in Britain from the Stone Age to the Iron Age What was life like in the Prehistoric period?	**Y3/4 – The achievements of the Earliest Civilisations** How did the Ancient Egyptians rule for 30 Centuries?
Y3/4 – Britain's settlement by the Anglo-Saxons Why did the Saxons come to England?	**Y5/6 – A non-European Society that provides contrasts with British History** What do we really know about the Mayan civilisation?
Y3/4 – The Roman Empire and its impact on Britain How did the Roman's technology change life in Britain?	**Y5/6 – A study of Ancient Greek Life** What can we learn from the Ancient Greeks?
Y5/6 – Viking and Anglo-Saxon struggle for the Kingdom of England What happened when the Vikings invaded Britain?	

The History of Britain Since 1066 including a Local History Study
Pupils will understand that there are a number of distinct periods of British History from 1066 to the present day. The pupils will look at the evidence that exists, what makes each period studied distinctive, and understand significant events that were major turning points in our History
Y3/4 – Aspects of British History beyond 1066 How did electricity change lives at home?
Y3/4 – Aspects of British History beyond 1066 How did electricity change the way homes and streets were lit?
Y3/4 – Aspects of British History beyond 1066 How have lifestyles changed and how has this affected our health?
Y5/6 – Aspects of British History beyond 1066 Why is the poppy an important symbol today?

The History of Britain Since 1066 including a Local History Study
Pupils will understand that there are a number of distinct periods of British History from 1066 to the present day. The pupils will look at the evidence that exists, what makes each period studied distinctive, and understand significant events that were major turning points in our History
Y5/6 – Local History & Aspects of British History beyond 1066 Why is the age of coal and steam so important in our locality?
Y5/6 – Aspects of History beyond 1066 How did British ocean going explorers help us to understand the world?
Y5/6 – Aspects of History beyond 1066 How has space exploration changed our understanding of the world?

using the following disciplinary skills:

Working like a Historian		
Chronology	Significance	Using and interpreting evidence
Pupils will explore the chronology of within different periods of history. Pupils will understand how the chronology of different civilisations and events relate to one another. Pupils will understand chronology from contemporary events through to pre-history. Pupils will understand that chronology extends into millennia (thousands of years).	Why is event / period important? What changed as a result of these events? Who was affected by the events within this period? What have we learnt from these events / periods that influences modern living? How does this events /periods link to other learning in History? What patterns do I see when studying different events / periods?	Pupils will recognise that we can get evidence from: • books, photographs, written documents and orally through the history shared by people. Pupils will begin to evaluate the quality of source and non-source evidence. Pupils will begin to understand the connection between strong and reliable evidence and the strength of conclusions that can be drawn by Historians.