

# SUBJECT CONCEPT PLANS

## HISTORY

### History Subject Concepts

EVIDENCE = E

SIMILARITY & DIFFERENCE = S & D

PERSPECTIVE & INTERPRETATION = P & I

TIME = T

REASONS & RESULTS = R & R

CONTINUITY & CHANGE = C & C

SIGNIFICANCE = S

COMMUNICATION = C

### HISTORY CONCEPT 1 - EVIDENCE = E

Small Steps

#### MILESTONE 1

Key Stage 1

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Use artefacts, pictures, stories, online sources and databases to find out about the past.

#### MILESTONE 2

Lower Key Stage 2

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

#### MILESTONE 3

Upper Key Stage 2

Use sources of **evidence** to deduce information about the past.

Select suitable sources of **evidence**, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Refine lines of enquiry as appropriate.

Understand that no single source of evidence gives the full answer to questions about the past.

## HISTORY CONCEPT 2 - SIMILARITY & DIFFERENCE = S & D

Small Steps

### MILESTONE 1

Key Stage 1

Identify similarities and differences between the lives of people in the past and the lives of people in the present.

### MILESTONE 2

Lower Key Stage 2

Ask and answer questions about similarities and differences between the lives of people in the past and the lives of people in the present.

### MILESTONE 3

Upper Key Stage 2

Ask and answer questions about similarities and differences between the lives of people in the past and the lives of people in the present.

Construct informed responses that involve thoughtful selection and organisation of information identifying similarities and differences between eras of the past.

## HISTORY CONCEPT 3- PERSPECTIVE & INTERPRETATION = P&I

Small Steps

### MILESTONE 1

Key Stage 1

Identify some of the different ways the past has been represented.

### MILESTONE 2

Lower Key Stage 2

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

### MILESTONE 3

Upper Key Stage 2

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Adopt a particular perspective of a past event and present account of it, justifying the actions of the people who held that perspective at the time.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

## HISTORY CONCEPT 4 - TIME = T

Small Steps

### MILESTONE 1

Key Stage 1

Place events and artefacts in order on a time line.

Label time lines with words or phrases such as: past, present, older and newer.

Use dates where appropriate.

### MILESTONE 2

Lower Key Stage 2

Place events, artefacts and historical figures on a time line using dates.

Give a broad overview of life in Britain from ancient until medieval times.

Use dates and terms to describe events.

### MILESTONE 3

Upper Key Stage 2

Give a broad overview of life in Britain from ancient until medieval times.

Compare some of the times studied with those of the other areas of interest around the world.

## HISTORY CONCEPT 5 - REASONS & RESULTS = R & R

Small Steps

### MILESTONE 1

Key Stage 1

Recognise that there are reasons why people in the past acted as they did.

### MILESTONE 2

Lower Key Stage 2

Suggest causes and consequences of some of the main events and changes in history.

### MILESTONE 3

Upper Key Stage 2

Examine the reasons why events occurred in the manner they did, for a key point in history, and examined what followed as a result.

## HISTORY CONCEPT 6 - CONTINUITY & CHANGE = C & C

Small Steps

### MILESTONE 1

Key Stage 1

Recount changes that have occurred in their own lives.
Recount changes that have occurred in their family's living memory.
Describe changes that have happened in the locality of the school throughout history.
Understand the concept of change over time, and understand that sometimes stay broadly unchanged.

### MILESTONE 2

Lower Key Stage 2

Describe changes that have happened in the locality of the school throughout history.
Understand the concept of change over time, representing this, along with evidence, on a time line.
Compare some of the times studied with those of other areas of interest around the world.

### MILESTONE 3

Upper Key Stage 2

Describe the social, ethnic, cultural or religious diversity of past society.
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
Identify periods of rapid change in history and contrast them with times of relatively little change.
Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
Identify continuity and change in the history of the locality of the school.

## HISTORY CONCEPT 7 - SIGNIFICANCE = S

Small Steps

### MILESTONE 1

Key Stage 1

Describe historical events.
Describe significant people from the past.

### MILESTONE 2

Lower Key Stage 2

Describe the social, ethnic, cultural or religious diversity of past society.
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Evaluate the significance of one of the major events / features studied (see above) upon the future of the people in that area and others across The World.

### MILESTONE 3

Upper Key Stage 2

Evaluate the significance of the major events of a period in history upon the future of the people in that area and others across The World.
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# HISTORY CONCEPT 8 - COMMUNICATE

## Small Steps

### MILESTONE 1

#### Key Stage 1

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Use writing, oracy and computing skills to an exceptional standard in order to communicate like a historian – including the following key disciplinary skills:

Recount.

Explain.

### MILESTONE 2

#### Lower Key Stage 2

Use appropriate historical vocabulary to communicate, including:

dates

time period

era

change

chronology

Use writing, oracy and computing skills to an exceptional standard in order to communicate like a historian – including the following key disciplinary skills:

Recount.

Explain.

Argue.

### MILESTONE 3

#### Upper Key Stage 2

Use appropriate historical vocabulary to communicate, including:

dates

time period

era

chronology

continuity

change

century

decade

legacy.

Use writing, oracy and computing skills to an exceptional standard in order to communicate like a historian – including the following key disciplinary skills:

Recount:

Explain:

Detail:

Argue:

Discuss: