

History at Willowbrook School: What subject-specific disciplines do we want children to develop?

What are the subject-specific disciplines of a Historian?	What does it mean?	What might it look like for children in EYFS?	What might it look like for children in KS1?	What might it look like for children in KS2?
1. Chronological understanding	Chronological understanding is a knowledge of how events in History are ordered and sit in comparison to one another.	<p>Talking about their day / weekend / holidays</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events and principal characters</p> <p>Talk about past and present events in their own lives and in lives of family members, perhaps using a personal pictorial time line</p>	<p>Develop an awareness of the past and understand the meaning of the word 'history'</p> <p>Use common words and phrases relating to the passing of time</p> <p>Know where all people/events studied fit into a chronological framework such as a pictorial time line</p> <p>Identify similarities / differences between periods</p> <p>Sequence events or objects in chronological order</p> <p>Sequence photos etc from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Sequence events or artefacts</p> <p>Use dates related to the passing of time</p> <p>Place events from period studied on a time line in relation to other studies</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BCE/AD</p> <p>Know and sequence key events of time studied</p> <p>Use relevant dates and terms sequence up to ten events on a time line</p>
2. Historical interpretation	This is the process of how we come to an explanation about past events.	Compare pictures or photographs of people or events in the past	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness</p>

	<p>We base our interpretation on historical sources.</p> <p>Part of this skill is about determining the reliability of different sources.</p>	<p>Compare artefacts from the past e.g modern toy car / toy car from history etc...</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Able to identify different ways to represent the past</p>	<p>Look at representations of the period – museum, cartoons etc...</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of textbooks and historical knowledge</p> <p>Compare accounts of events from different sources. Fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confident use of the library etc. for research</p>
<p>3. Historical enquiry</p>	<p>Historical enquiry is the process by which students use the same methods as a real historian when investigating an aspect of history.</p> <p>This is normally based around a</p>	<p>Be curious about people and show interest in stories</p> <p>Answer ‘how’ and ‘why’ questions ... in response to stories or events</p> <p>Explain own knowledge and understanding, and asks appropriate questions</p> <p>Know that information can be retrieved from books and computers</p>	<p>Understand some ways we find out about the past</p> <p>Choose and use parts of stories and other sources to show understanding</p> <p>Sort artefacts “then” and “now”</p> <p>Use as wide a range of sources as possible</p>	<p>(Note: need to be careful to provide the right sources – random searching online is not good enquiry!)</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by: selecting and organising relevant historical information and bring knowledge gathering from several sources together in a fluent account</p>

	<p>key question, e.g. "What was it like to be a woman in Ancient Greece?"</p>	<p>Record, using marks they can interpret and explain</p>	<p>Speaking and listening; to ask and answer questions related to different sources and objects</p> <p>Use a source – why, what, who, how, where</p> <p>Ask questions and find answers</p> <p>Sequence a collection of artefacts</p> <p>Use of time lines</p> <p>Discuss the effectiveness of sources</p>	<p>Use a range of sources to find out about a period observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Ask a variety of questions</p> <p>Begin to identify primary and secondary sources</p> <p>Select relevant sections of information</p>
<p>4. Organising and communicating</p>	<p>Once something has been learned, Organising and Communicating is the process of sharing this knowledge, which could involve:</p> <p><i>Comparing</i> <i>Arguing</i> <i>Convincing</i> <i>Explaining</i> <i>Summarising</i></p>	<p>Pictorial timelines</p> <p>Whole class time line display</p> <p>Drawing drama/role play</p>	<p>Time lines (3D with objects/ sequential pictures)</p> <p>Drawing drama/role play</p> <p>Writing (reports, labelling, simple recount)</p> <p>Computing</p> <p>Class display/ museum annotated photographs</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models</p> <p>Select data and organise it into a data file to answer historical questions</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups showing initiative</p> <p>Fit events into a display sorted by theme time</p> <p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in different forms</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations</p>