## Disciplinary Concepts

History involves developing familiarity with the procedural concepts that shape the way in which content is understood, organised and debated, as well as the ways in which it is actually generated.

At Cavendish, these are the disciplinary concepts which thread through the units in the history curriculum from EYFS up to year 6.

- DC1 Cause and consequence
- DC2 Continuity and change
- DC3 Similarity and difference
- DC4 Significance
- DC5 Evidence
- DC6 Interpretation



	DC1:	DC2:	DC3:	DC4:	DC5:	DC6:
	CAUSE &	CHANGE &	SIMILARITY &	SIGNIFICANCE	EVIDENCE	INTERPRETATION
	CONSEQUENCE	CONTINUITY	DIFFERENCE			
NURSERY		Understand that they	Develop an	Understand the		
		and their parents	awareness through	significance and		
		were once a	characters, settings	importance of people		
		baby/toddler	and events in	who help us in our		
			traditional stories	school		
RECEPTION		Understand that their	Develop an	Understand the		
		own parents and	awareness through	significance of people		
		grandparents were	characters, settings	who help us in		
		once babies and	and events in	society		
		children	traditional stories			
		Look at the	Look at how familiar	Develop a sense of		
		difference between	roles have changed	"a long time ago".		
		holidays now and in	over time	Talk about significant		
		the past		events in their own		
			Recognise what	experiences		
			happened before you			
			were born. Begin to talk about similarities			
			between a			
			character/figure and their own lives			
			their own inves			
			Look at the			
			difference between			
			holidays now and in			
			the past			

Y1	To distinguish	To categorise		
History	between shops from	different types of		
of Shopping	the past and present	shops		
Shopping	To identify the	To describe shops		
	similarities and	using key		
	differences between	characteristics		
	old and new shops			
	To explore how			
	shops have improved			
	over time			
	To place shops in			
	time order from			
	oldest to newest			
Y1	To understand how	To identify the	To understand the	
Transport	boats have changed	different modes of	impact trains had on	
& Travel	over time	transport we use	people's lives	
		today		
	To compare trains in	To understand how	To understand the	
	the past to modern	people used to travel	significance of space	
	day trains	in the past	travel	
	To understand how			
	cars and buses have			
	changed over time			
	To understand how			
	bicycles have			
	changed over time			
	To understand how			
	air travel has			
	changed over time			
	To understand how			
	travel has changed in			
	my local area			

Y2	To identify the	To compare London			To use primary	
The Great	reasons why the fire	in 1666 to now			sources to identify	
Fire of	spread so quickly				details of the Great	
London		To describe the key			Fire of London	
	To understand the	events of the Great				
	types of damage the	Fire of London				
	fire caused					
		To understand how				
		London changed				
		when it was rebuilt				
		after the fire				
Y2	To consider how	To understand what			To analyse the	
Kings &	Magna Carta stopped	a monarch is and			actions of William	
Queens	King John I abusing	identify some			the Conqueror	
	his power	monarchs from the			through the Bayeux	
		past			Tapestry	
					To examine two	
	To understand that				portraits of Elizabeth	
	there were battles				I and how they depict	
	for power that led to				her changing power	
	fairer government					
					To identify the role	
					of the Prime Minister	
					and the monarchy	
					today and how these	
					differ from the past	
Y2				To understand the		
People Who				criteria that are used		
Made a				to measure how		
Difference				significant someone		
				is		
				To understand what		
				human rights are and		
				why they are		
				important		
		1	1		l	

why Nelson Mandela was a good leader
To identify ways in which Rosa Parks and Martin Luther King protested to end segregation
To explain why Malala Yousafzai is significant
To identify similarities and differences in the methods of protest used by individuals

Y3 Stone, Bronze & Iron Ages		To understand what an archaeological site and its artefacts tell us about the changes during the Stone Age To identify the changes in the Bronze Age and their impact compared to the Stone Age To identify the changes in the Iron Age and their impact compared to the Bronze Age To find out how religious rituals changed throughout		To understand how historians have used artefacts to find out about early Stone Age Britain To understand what an archaeological site and its artefacts tell us about the changes during the Stone Age	To understand how historians have interpreted Stonehenge
Y3 Ancient Egypt	To understand that the union of Upper and Lower Egypt established Ancient Egypt's first dynasty	Prehistoric Britain	To learn about the importance of the River Nile to Ancient Egyptians To learn about the importance of the River Nile to Ancient Egyptians To understand the importance of hieroglyphics for historians' understanding of Ancient Egypt about the importance of gods to Ancient Egyptians through looking at temples and statues	To understand why and how the Egyptians built the pyramids To understand the importance of hieroglyphics for historians' understanding of Ancient Egypt about the importance of gods to Ancient Egyptians through looking at temples and statues	

						1
Y4	To identify why the	To identify why the			To analyse sources	To evaluate reasons
The	Romans wished to	Romans wished to			to understand how	why the Roman army
Romans	expand their empire	expand their empire			the Romans	was so successful in
	and the outcome of	and the outcome of			defended their land	spreading the Roman
	Julius Caesar's	Julius Caesar's				Empire
	invasion of Britain	invasion of Britain				
	To understand the	To understand the				
	nature of Britain	nature of Britain				
	leading up to Roman	leading up to Roman				
	invasion	invasion				To understand why
						and how some
	To evaluate reasons	To identify the				people resisted
	why the Roman	causes of the				Roman occupation of
	army was so	decline of Roman				Britain and to
	successful in	rule in Britain				analyse different
	spreading the Roman					interpretations of
	Empire					Boudicca
	To supply a set of a state of the state of t					
	To understand why					
	and how some					
	people resisted					
	Roman occupation of					
	Britain and to					
	analyse different					
	interpretations of					
	Boudicca					
	To identify the					
	causes of the decline					
	of Roman rule in					
	Britain					
Y4	To understand the	To understand the	To learn about some	To understand the	To understand how	To learn to use
Roman	changes in	changes in	Roman beliefs and	importance of trade	archaeologists use	archaeological sites
Britain	settlement and	settlement and	how they changed	in linking the Roman	artefacts and human	to find out about
	infrastructure	infrastructure		Empire to the rest of	remains to find out	Roman Britain
	brought by the	brought by the		the world	about who lived in	
	Romans	Romans			Roman Britain	
			1	1		

Y4		To identify ways in which the Romans influenced our world today To identify when and	To learn to use archaeological sites to find out about Roman Britain To use 'ruins' to find	To identify different
Mayan Civilisation		where the Ancient Maya lived To identify the importance of improvements in farming to increase food availability and wealth for Maya people	out about cities To understand how historians use sources to find out about Ancient Maya beliefs To understand that we know Ancient Maya writing, numbers, and the calendars from artefacts that have been discovered	opinions about the ways the Ancient Maya civilisation may have declined

Y5To identify the people who invadedTo describe howTo understand how historians useSaxons and Saxons and Language became dominantBritain after the Romans and understand why their laws, customs, and language became dominantNotestand the past To understand that significance of the reign of King Alfred the Great and what he accomplishedTo understand how historians use evidence to understand the past To understand that sources give us clues about how people lived in the past—in this case in Anglo- Saxons converted to ChristianityY5To understand what caused the creation of the DanelawTo understand what caused the creation of the DanelawTo understand that sources give us clues about how people inved in the past—in the accomplishedTo understand that sources give us clues about how people inved in the past—in this case in Anglo- Saxon timesY5To understand what caused the creation of the DanelawTo understand what caused the creation of the DanelawTo understand that caused the creation of the DanelawTo understand that travelledTo understand that artefacts traded can explain how far a community has travelledTo use historian explain how far a community has travelledTo understand the explain how far a community has travelled	
Saxons and ScotsBritain after the Romans and understand why their laws, customs, and language became dominantBritain after the Romans and understand why their laws, customs, and language became dominantwas ruledevidence to understand the past significance of the reign of King Alfred the Great and what he accomplishedevidence to understand that sources give us clues about how people lived in the past—in this case in Anglo- Saxon timesY5 VikingsTo understand what caused the creation of the DanelawTo understand what caused the creation of the DanelawTo understand that caused the creation caused the creation of the DanelawTo understand that caused the creation cof the Danelaw <td></td>	
ScotsRomans and understand why their laws, customs, and language became dominantImage: Scots and language became about how people lived in the past—in this case in Anglo- Saxon timesImage: Scots and language became about how people lived in the past—in this case in Anglo- Saxon timesImage: Scots and language became about how people lived in the past—in this case in Anglo- Saxon timesImage: Scots and language became about how people lived in the past—in this case in Anglo- Saxon timesImage: Scots and language became saxon timesImage: Scots and language became saxon timesImage: Scots and language became sailors and travelled all over Europe andImage: Scots and language became lived in the past and lived in the past and saxon timesImage: Scots and language became saxon timesImage: Scots and language became saxon timesImage: Scots and language became saxon timesImage: Scots and language became saxon timesImage: Scots and language became sailors and travelled <b< td=""><td></td></b<>	
VikingsTo understand what caused the creation of the DanelawTo understand what caused the creation of the DanelawTo understand what caused the creation of the DanelawTo understand kat caused the creation caused the creation of the DanelawTo understand kat caused the creation caused the creation of the DanelawTo understand kat caused the creation caused the creation caused the creation caused the creation caused the creation caused the creation cau	
Iaws, customs, and language became dominantIaws, customs, and language became dominantSources give us clues about how people lived in the past—in this case in Anglo- Saxon sconverted to ChristianitySources give us clues about how people lived in the past—in this case in Anglo- Saxon timesY5To understand what caused the creation of the DanelawTo understand what caused the creation of the DanelawTo understand what caused the creation of the DanelawTo understand that caused the creation of the DanelawTo understand that 	
Ianguage became dominantIanguage became dominantsignificance of the reign of King Alfred the Great and what he accomplishedabout how people lived in the past—in this case in Anglo- Saxon timesY5 VikingsTo understand what caused the creation of the DanelawTo understand that vikings were great all over Europe andTo understand that artefacts traded can explain how far a community hasTo use histor evidence to recognise and describe the	
dominantdominantreign of King Alfred the Great and what he accomplishedlived in the past—in this case in Anglo- Saxon timesTo understand how and why Anglo- Saxons converted to ChristianityTo understand what christianityIved in the past—in this case in Anglo- Saxon timesY5 VikingsTo understand what caused the creation of the DanelawTo understand what caused the creation of the DanelawTo understand what caused the creation of the DanelawTo understand that vikings were great sailors and travelled all over Europe andTo understand that or munity hasTo use histo evidence to recognise and describe the	
Y5 VikingsTo understand what christianityTo understand what christianityTo understand what christianityTo understand what caused the creation of the DanelawTo understand that caused the creation caused the creation caused the creation of the DanelawTo understand that caused the creation caused the creation ca	
To understand how and why Anglo- Saxons converted to ChristianityImage: ChristianityImage: Chris	
and why Anglo- Saxons converted to Christianityand why Anglo- Saxons converted to To understand what caused the creation of the DanelawTo understand what Caused the creation of the DanelawTo understand what Caused the creation of the DanelawTo understand what Vikings were great sailors and travelled all over Europe andTo understand that explain how far a community hasTo use histor evidence to recognise and describe the	
Saxons converted to ChristianitySaxons converted to ChristianityNoSaxons converted to ChristianityNoSaxons converted to ChristianityNoSaxons converted to ChristianityNoSaxons converted to ChristianityNoSaxons converted to ChristianityNoSaxons converted to ChristianityNoNoSaxons converted to ChristianityNo<	
Christianity </td <td></td>	
Y5 VikingsTo understand what caused the creation of the DanelawTo understand that vikings were great all over Europe andTo understand that artefacts traded can explain how far a describe the describe the	
Vikingscaused the creation of the Danelawcaused the creation of the DanelawVikings were great sailors and travelled all over Europe andartefacts traded can explain how far a community hasevidence to recognise at describe the	
of the Danelaw of the Danelaw of the Danelaw sailors and travelled explain how far a recognise ar   all over Europe and community has describe the	ical
all over Europe and community has describe the	
	d
the Atlantic Ocean travelled of the Vikin	purpose
	raids
To find out about life	
in the Danelaw and	
To gain knowledge of to identify the	
the events that led actions of significant	
to Vikings becoming people and events	
kings of England that led to England's	
unification	

Y5	To understand how	To understand how	To understand that	To identify how
Early	and why Baghdad and	and why Baghdad and	there were	trade connected
Baghdad	the Round City was	the Round City was	differences between	Baghdad to the rest
	built	built	two major cities	of the world
			during the same time	
	To identify how	To identify how	period	To recognise the
	Baghdad became a	Baghdad became a		achievements of
	centre of learning	centre of learning		some key scholars of
				the time and how
	To learn to	To learn to		these influenced
	understand the	understand the		learning today
	causes and	causes and		
	consequences of the	consequences of the		
	decline of the Golden	decline of the Golden		
	Age of Islam	Age of Islam		

Y6	To identify how we	To understand	To identify	To identify reasons	
Ancient	know about the first	Greece's landscapes,	similarities and	why Alexander III of	
Greece	civilisations in	the governments of	differences between	Macedonia is called	
	Ancient Greece	the city states, and	Athens and Sparta	'great'	
		how people can be	Athens and oparita		
	To identify people	ruled in different		To identify aspects	
	and events that	ways		of Ancient Greek	
	enabled Greece to	ways		culture that	
	flourish			continues to	
	nounsn			influence the world	
				today	
Y6	To understand the	To understand how	To understand how		
Conflict &	causes of the First	the war came to an	war affected people		
Resolution	World War	end and what	on the Home Front in		
Resolution		happened afterwards	Britain		
			Britan		
		To understand how	To examine how the		
	To understand how	war affected people	aims of the United		
	the First World War	on the Home Front in	Nations have		
	was fought on the	Britain	changed since 1945		
	Western Front and	Diftant			
	what the	To understand the			
	consequences were	consequences of war			
	for the soldiers	and how they led to			
		the rebuilding of			
	To understand how	Britain			
	the war came to an				
	end and what				
	happened afterwards				

To identify how the			
events of the 1930s			
led to the Second			
World War			
To understand how			
Britain fought in the			
Second World War			
led to its success			
To understand how			
war affected people			
on the Home Front in			
Britain			
To understand the			
consequences of war			
and how they led to			
the rebuilding of			
Britain			