







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

 <p>DC1: CAUSE & CONSEQUENCE</p>	 <p>DC2: CONTINUITY & CHANGE</p>	 <p>DC3: SIMILARITY & DIFFERENCE</p>	 <p>DC4: SIGNIFICANCE</p>
 <p>DC5: EVIDENCE</p>	 <p>DC6: INTERPRETATION</p>		

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

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

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

				<p>To identify reasons why Nelson Mandela was a good leader</p> <p>To identify ways in which Rosa Parks and Martin Luther King protested to end segregation</p> <p>To explain why Malala Yousafzai is significant</p> <p>To identify similarities and differences in the methods of protest used by individuals studied in this unit</p>		
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<p>Y3 Stone, Bronze & Iron Ages</p>		<p>To understand what an archaeological site and its artefacts tell us about the changes during the Stone Age</p> <p>To identify the changes in the Bronze Age and their impact compared to the Stone Age</p> <p>To identify the changes in the Iron Age and their impact compared to the Bronze Age</p> <p>To find out how religious rituals changed throughout Prehistoric Britain</p>			<p>To understand how historians have used artefacts to find out about early Stone Age Britain</p> <p>To understand what an archaeological site and its artefacts tell us about the changes during the Stone Age</p>	<p>To understand how historians have interpreted Stonehenge</p>
<p>Y3 Ancient Egypt</p>	<p>To understand that the union of Upper and Lower Egypt established Ancient Egypt's first dynasty</p>			<p>To learn about the importance of the River Nile to Ancient Egyptians</p> <p>To learn about the importance of the River Nile to Ancient Egyptians</p> <p>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</p>	<p>To understand why and how the Egyptians built the pyramids</p> <p>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</p>	

<p>Y4 The Romans</p>	<p>To identify why the Romans wished to expand their empire and the outcome of Julius Caesar's invasion of Britain</p> <p>To understand the nature of Britain leading up to Roman invasion</p> <p>To evaluate reasons why the Roman army was so successful in spreading the Roman Empire</p> <p>To understand why and how some people resisted Roman occupation of Britain and to analyse different interpretations of Boudicca</p> <p>To identify the causes of the decline of Roman rule in Britain</p>	<p>To identify why the Romans wished to expand their empire and the outcome of Julius Caesar's invasion of Britain</p> <p>To understand the nature of Britain leading up to Roman invasion</p> <p>To identify the causes of the decline of Roman rule in Britain</p>			<p>To analyse sources to understand how the Romans defended their land</p>	<p>To evaluate reasons why the Roman army was so successful in spreading the Roman Empire</p> <p>To understand why and how some people resisted Roman occupation of Britain and to analyse different interpretations of Boudicca</p>
<p>Y4 Roman Britain</p>	<p>To understand the changes in settlement and infrastructure brought by the Romans</p>	<p>To understand the changes in settlement and infrastructure brought by the Romans</p>	<p>To learn about some Roman beliefs and how they changed</p>	<p>To understand the importance of trade in linking the Roman Empire to the rest of the world</p>	<p>To understand how archaeologists use artefacts and human remains to find out about who lived in Roman Britain</p>	<p>To learn to use archaeological sites to find out about Roman Britain</p>

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

<p>Y5 Anglo Saxons and Scots</p>	<p>To identify the people who invaded Britain after the Romans and understand why their laws, customs, and language became dominant</p> <p>To understand how and why Anglo-Saxons converted to Christianity</p>			<p>To describe how Anglo-Saxon England was ruled</p> <p>To evaluate the significance of the reign of King Alfred the Great and what he accomplished</p>	<p>To understand how historians use evidence to understand the past</p> <p>To understand that sources give us clues about how people lived in the past—in this case in Anglo-Saxon times</p>	
<p>Y5 Vikings</p>	<p>To understand what caused the creation of the Danelaw</p> <p>To gain knowledge of the events that led to Vikings becoming kings of England</p>	<p>To understand what caused the creation of the Danelaw</p>		<p>To understand that Vikings were great sailors and travelled all over Europe and the Atlantic Ocean</p> <p>To find out about life in the Danelaw and to identify the actions of significant people and events that led to England's unification</p>	<p>To understand that artefacts traded can explain how far a community has travelled</p>	<p>To use historical evidence to recognise and describe the purpose of the Viking raids</p>

<p>Y5 Early Baghdad</p>	<p>To understand how and why Baghdad and the Round City was built</p> <p>To identify how Baghdad became a centre of learning</p> <p>To learn to understand the causes and consequences of the decline of the Golden Age of Islam</p>	<p>To understand how and why Baghdad and the Round City was built</p> <p>To identify how Baghdad became a centre of learning</p> <p>To learn to understand the causes and consequences of the decline of the Golden Age of Islam</p>	<p>To understand that there were differences between two major cities during the same time period</p>	<p>To identify how trade connected Baghdad to the rest of the world</p> <p>To recognise the achievements of some key scholars of the time and how these influenced learning today</p>		
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<p>Y6 Ancient Greece</p>	<p>To identify how we know about the first civilisations in Ancient Greece</p> <p>To identify people and events that enabled Greece to flourish</p>	<p>To understand Greece's landscapes, the governments of the city states, and how people can be ruled in different ways</p>	<p>To identify similarities and differences between Athens and Sparta</p>	<p>To identify reasons why Alexander III of Macedonia is called 'great'</p> <p>To identify aspects of Ancient Greek culture that continues to influence the world today</p>		
<p>Y6 Conflict & Resolution</p>	<p>To understand the causes of the First World War</p> <p>To understand how the First World War was fought on the Western Front and what the consequences were for the soldiers</p> <p>To understand how the war came to an end and what happened afterwards</p>	<p>To understand how the war came to an end and what happened afterwards</p> <p>To understand how war affected people on the Home Front in Britain</p> <p>To understand the consequences of war and how they led to the rebuilding of Britain</p>	<p>To understand how war affected people on the Home Front in Britain</p> <p>To examine how the aims of the United Nations have changed since 1945</p>			

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