



**Barnfields Primary School**  
**Progression in Disciplinary Concepts**



**Disciplinary Knowledge at Barnfields**

Disciplinary knowledge is knowledge about how historians investigate the past and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. Units of learning are framed around central enquiry questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed and that historical narrative is partially dependent upon viewpoint.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:

- ~ DC1: Cause (*selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation*)
- ~ DC2: Consequence (*understanding the relationship between an event and other future events*)
- ~ DC3: Change and Continuity (*analysing the pace, nature and extent of change*)
- ~ DC4: Similarity and Difference (*analysing the extent and type of difference between people, groups, experiences or places in the same historical period*)
- ~ DC5: Historical Significance (*understanding how and why historical events, trends and individuals are thought of as being important*)
- ~ DC6: Sources and Evidence (*using and critically evaluating sources to build knowledge and understanding of the past*)
- ~ DC7: Historical Interpretations (*history is constructed from different viewpoints and that historians can interpret the same events in varied ways based on evidence, perspective and purpose.*)



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DC1: Cause	<p><b>Emerging Awareness of Cause</b></p> <p>Identifies simple, direct causes of familiar events or changes (e.g., why the school has changed over time).</p> <p>Begins to use basic causal language (e.g., "because", "then", "so").</p>	<p><b>Recognising More Than One Cause</b></p> <p>Identifies multiple causes of significant historical events, especially where outcomes are obvious or visual (e.g., the spread of the Great Fire of London).</p> <p>Begins to understand that events may have more than one reason behind them.</p>	<p><b>Exploring Human Choices and Motivations</b></p> <p>Explains why people in the past made particular decisions, using historical context (e.g., why Neolithic people began farming, Cadbury's Inventions).</p> <p>Understands that decisions were shaped by people's needs, beliefs, or circumstances.</p>	<p><b>Anaylsing and Comparing Causes</b></p> <p>Identifies and analyses multiple causes of key events, recognising short-term and long-term factors (e.g., Roman invasion, Viking migrations).</p> <p>Begins to suggest which causes were more important or significant.</p>	<p><b>Exploring Causes within Civilizational Contexts</b></p> <p>Explores how societal, religious, economic and environmental factors shaped ancient civilizations (e.g., Mayans).</p> <p>Considers how different types of causes interact to shape long-term change. (Mayan dynasties, societal organisation).</p>	<p><b>Analysing Increasingly Complex, Interacting Causes</b></p> <p>Analyses events by weighing interacting causes and considering significance (e.g., causes of WWII or Greek expansion).</p> <p>Constructs structured explanations using historical vocabulary (e.g., trigger, underlying, consequence).</p> <p>Begins to understand that causes can be interpreted and prioritised differently by historians.</p>
DC2: Consequence	<p><b>Recognising Immediate Consequences</b></p> <p>Recognises immediate consequences of events, particularly those with visible or familiar outcomes (e.g., the death of Elizabeth II leading to a new monarch).</p> <p>Begins to describe 'what happened next' using simple cause-effect language.</p>	<p><b>Identifying Short-Term Consequences</b></p> <p>Identifies short-term consequences of historical events (e.g., damage caused by the Great Fire of London or changes brought by railway inventions).</p> <p>Describes how an event changed people's lives or environments soon after it happened.</p>	<p><b>Exploring the Impact of Historical Turning Points</b></p> <p>Explores the wider consequences of major changes or developments (e.g., the shift to farming in prehistory or the effects of industrialisation).</p> <p>Begins to link consequences to broader themes such as technology, society and economy.</p>	<p><b>Evaluating Outcomes of Conquest and Rule</b></p> <p>Evaluates the consequences of invasions or leadership changes over time (e.g., Roman rule in Britain, Viking and Anglo-Saxon influence).</p> <p>Distinguishes between intended and unintended outcomes of events.</p>	<p><b>Identifying Long-Term Legacy</b></p> <p>Identifies and explains lasting consequences of significant achievements (e.g., invention of writing, calendars and the influence of dynasties).</p> <p>Recognises how consequences can continue to affect societies far into the future.</p>	<p><b>Evaluating Wide-Ranging and Interconnected Consequences</b></p> <p>Evaluates wide-ranging and long-term consequences of events, including their social, political and cultural impacts (e.g., World War II, Greek civilisation).</p> <p>Constructs reasoned arguments about how and why consequences matter, using appropriate historical vocabulary (e.g., short-term, long-term, legacy, impact).</p> <p>Understands that different people and groups may experience consequences differently.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DC3: Change and Continuity</p>	<p><b>Recognising Simple Change Over Time</b></p> <p>Identifies simple, observable changes over time, especially from personal or familiar contexts (e.g., changes in the school environment or daily life).</p> <p>Begins to notice and describe things that have stayed the same.</p>	<p><b>Describing Obvious or Dramatic Change</b></p> <p>Describes dramatic changes and aspects that remained the same following a major event (e.g., rebuilding after the Great Fire of London or local changes in Stafford).</p> <p>Begins to use historical vocabulary related to change (e.g., before, after, stayed the same).</p>	<p><b>Exploring Gradual and Transformative Change</b></p> <p>Identifies and explains both gradual and transformative changes over time (e.g., transition from Stone Age to Iron Age, impact of early industrial changes).</p> <p>Recognises that change can happen slowly or suddenly.</p>	<p><b>Tracing Long-Term Developments</b></p> <p>Traces long-term shifts in power, society and technology (e.g., changes during Roman Britain or Viking settlement).</p> <p>Begins to explain the causes and effects of significant changes.</p>	<p><b>Examining Continuity and Change Across Civilisations</b></p> <p>Examines how some features of life continued while others changed within and across ancient civilisations (e.g., religion, social structures, technology).</p> <p>Identifies factors that helped preserve continuity (e.g., tradition, geography, leadership).</p>	<p><b>Comparing Patterns of Change and Continuity</b></p> <p>Compares historical periods to evaluate both change and continuity (e.g., comparing experiences during WWII and its aftermath).</p> <p>Explores how different groups or societies experienced change differently (e.g., unity and division within a nation).</p> <p>Uses precise language to describe types of change (e.g., gradual, rapid, cyclical, transformative).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DC4: Similarity and Difference</p>	<p><b>Comparing Familiar Lives Across Generations</b></p> <p>Compares simple aspects of life between people in the past and present, especially using personal or family history (e.g., grandparents vs. today's children).</p> <p>Identifies obvious similarities and differences in everyday life (e.g., school, toys, clothing).</p>	<p><b>Comparing Individuals and Places in the Past</b></p> <p>Compares experiences and contributions of significant individuals, noting similarity and difference (e.g., Mary Seacole and Florence Nightingale).</p> <p>Describes social or environmental differences between past and present locations (e.g., London or Stafford then and now).</p>	<p><b>Comparing Lives and Roles in the Past</b></p> <p>Compares aspects of daily life, including living conditions and gender roles, across different periods (e.g., Neolithic farming vs. industrial workers).</p> <p>Begins to recognise diversity of experience within the same period.</p>	<p><b>Comparing Cultures and Societies</b></p> <p>Compares ancient cultures with each other or with modern society, identifying differences in beliefs, social organisation and leadership (e.g., Egyptians vs. modern Britain).</p> <p>Recognises that not all people experienced the past in the same way.</p>	<p><b>Identifying Variation Within Civilisations</b></p> <p>Explores differences in roles, status and experiences within the same civilisation, such as between men, women and children or between social classes.</p> <p>Begins to explain why similarities and differences existed within and across groups.</p>	<p><b>Comparing Experiences Across Groups and Contexts</b></p> <p>Compares experiences of different groups in contexts, including conflict, governance, or belief systems (e.g., city-states in Ancient Greece; wartime experiences of civilians).</p> <p>Evaluates similarity and difference using evidence and historical reasoning, acknowledging perspective and context.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dc5: Historical Significance</p>	<p><b>Recognising Importance of People and Events</b></p> <p>Recognises that some people and events are remembered because they were important (e.g., coronations, key figures like Florence Nightingale or Mary Seacole).</p> <p>Begins to describe what made these people or events special or memorable.</p>	<p><b>Appreciating Local and National Significance</b></p> <p>Identifies why local individuals and innovations are remembered (e.g., George Stephenson, events from local history such as Stafford).</p> <p>Begins to link significance to impact on people's lives.</p>	<p><b>Debating the Significance of Places and Developments</b></p> <p>Begins to debate why particular sites or innovations are considered significant (e.g., Must Farm, Cadbury's factory and reforms).</p> <p>Recognises that significance can be linked to innovation, influence, or change.</p>	<p><b>Considering Legacy and Long-Term Impact</b></p> <p>Considers how the legacy of past civilisations or individuals remains significant today (e.g., Anglo-Saxon treasures, Roman architecture or law).</p> <p>Explores the idea that significance can increase or change over time.</p>	<p><b>Evaluating Significance of Achievements and Ideas</b></p> <p>Evaluates the significance of contributions from ancient civilisations (e.g., Maya calendars, Egyptian medicine or writing systems).</p> <p>Compares different achievements and begins to argue why some may be more significant than others.</p>	<p><b>Recognising and Evaluating Cultural and Event Significance</b></p> <p>Recognises the significance of events and cultural contributions in shaping modern society (e.g., the Blitz, Ancient Greek achievements in philosophy, democracy, or sport).</p> <p>Evaluates significance using clear criteria, such as legacy, reach, impact and contemporary relevance.</p> <p>Understands that significance can be viewed differently by different groups or at different times.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DC6: Sources and Evidence</p>	<p><b>Using Simple Sources to Find Out About the Past</b></p> <p>Uses simple historical sources (e.g. photos, portraits, videos) to find information about people and events.</p> <p>Begins to ask and answer questions about what is seen in a source.</p>	<p><b>Exploring Artefacts and Primary Sources</b></p> <p>Examines artefacts, pictures and simple documents to ask and answer historical questions.</p> <p>Begins to understand that sources give us clues about the past but may not tell the whole story.</p>	<p><b>Interpreting and Questioning Sources</b></p> <p>Explores different types of sources (e.g., industrial records, letters, maps) to build a picture of the past.</p> <p>Begins to evaluate sources for reliability and consider author/viewpoint (e.g., Caesar's Gallic Wars).</p> <p>Recognises that sources may show events from one perspective.</p>	<p><b>Evaluating Reliability and Bias</b></p> <p>Evaluates sources for bias and reliability, using context and comparison (e.g., Roman records vs. Boudicca's portrayal).</p> <p>Explains why some sources might be more trustworthy than others.</p> <p>Understands that historical accounts can differ depending on who created them.</p>	<p><b>Analysing Sources to Build Historical Understanding</b></p> <p>Analyses a range of source types (e.g., texts, artefacts, inscriptions, art) to develop knowledge about ancient civilisations (e.g., Popol Vuh, hieroglyphics, tombs).</p> <p>Begins to question what is missing from the evidence and why.</p> <p>Recognises the need to cross-check sources for a fuller understanding.</p>	<p><b>Critically Evaluating a Range of Sources</b></p> <p>Uses a wide range of primary and secondary sources to explore historical questions.</p> <p>Critically evaluates sources for reliability, purpose, bias and audience.</p> <p>Understands how historians use evidence to construct and challenge interpretations.</p> <p>Recognises that all sources need to be questioned, even when they appear factual</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DC7: Historical Interpretation</p>	<p><b>Recognising Historical Representations</b></p> <p>Recognises that the past can be represented in different ways (e.g., portraits of Elizabeth I).</p> <p>Begins to understand that not all pictures or stories show the past exactly as it was.</p>	<p><b>Interpreting Places and Artefacts</b></p> <p>Uses local buildings, artefacts or landmarks to suggest what they tell us about the past (e.g., interpreting buildings or sites in Stafford).</p> <p>Recognises that different people might explain the same place or event in different ways.</p>	<p><b>Analysing Different Interpretations</b></p> <p>Explores and compares different interpretations of the same site or event (e.g., various theories about Stonehenge or industrial revolution narratives).</p> <p>Begins to ask why people might have different views about the past.</p>	<p><b>Evaluating Reconstructions and Artist Impressions</b></p> <p>Evaluates historical reconstructions, including artist impressions and museum displays, considering what they are based on.</p> <p>Understands that reconstructions are created using evidence and imagination and may not be completely accurate.</p>	<p><b>Understanding Challenges of Interpreting the Past</b></p> <p>Understands the difficulties of interpreting material culture, especially when evidence is limited (e.g., interpreting hieroglyphics, ancient tools, burial sites).</p> <p>Compares ancient and modern perspectives on the same event or civilisation.</p>	<p><b>Evaluating Contrasting Viewpoints and Interpretations</b></p> <p>Critically interprets surviving evidence and ruins (e.g., Parthenon) to explore contrasting views about the past.</p> <p>Evaluates historical interpretations, understanding how evidence, purpose and perspective influence how history is written or remembered (e.g., differing WWII civilian experiences).</p> <p>Recognises that interpretations can change over time depending on new evidence or changing values.</p>
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