



## HISTORY

### Subject Specific Key Concepts

#### Key Concepts:

##### ✓ Chronological understanding

Chronology is the study of the big picture of events across time - also referred to in the National Curriculum as 'a chronological framework' and 'the long arc of development'. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.

- sequencing, scaling, duration, interval, concurrence, interaction

##### ✓ Source Analysis and Interpretation

This concept helps children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth. In this concept, children will be able to develop their skills of historical enquiry, where they will use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.

- extracting, interrogating, evaluating, comparing, contrasting, collating, interpreting

##### ✓ Historical Enquiry

This is more than just asking questions. R. Sullivan of the Historical Association defined it (2018): An 'enquiry' in the history education community is shorthand for a sequence of lessons integrated by a direct focus on a single 'enquiry question' and within which pupils build knowledge systematically and cumulatively in order to be able to answer that question by the end of it. A well-crafted enquiry explicitly facilitates a knowledge-rich approach to history and allows the teacher to guide the pupil through complex and contrary histories.

-asking, investigating, questioning, linking, summarising

#### **History is made up of two key concept strands:**

- ✓ Substantive concepts (the knowledge).
- ✓ Disciplinary/Second order concepts (the way we understand, debate and organise said knowledge).

## Second order concepts

Enquiry	<i>Historical enquiry is all about asking questions or hypothesising about the past that we hope the evidence will help us to answer.</i>
Continuity and change	There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.
Cause and consequence	This concept considers the 'how and why' of history. The causes look for 'what were the actions/beliefs/circumstances...?' that led to a change or event that we examine, and then the consequences of these.
Similarity and difference	Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.
Significance	Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.
Evidence	The use of sources is paramount to allow children to understand how our knowledge of the past has been gained. It is vital for children to learn how to find the evidence from sources and then also what to do with it as part of the overall enquiry approach.  Over the course of course of the years children should be able to gain and use evidence from an increasing range of sources and be able to use them with more precision, confidence and combine them to produce more accurate representations of their understanding.  Evidence is a concept that we present in every history topic that we teach.  A primary source has a direct connection to the person, event or period on question. There are also various types of primary source including testimony, statistical and archaeological finds.  A secondary source, on the other hand, is one step removed from a primary source. They can quote primary sources but include a layer of analysis and interpretation. A non-fiction book is a secondary source and will be an interpretation of a number of sources including other primary and secondary sources.  Children need exposure to both types of source.