

## Key Concepts

In order the structure the development of and relationship between knowledge, historical concepts (both **substantive** & **disciplinary**) are threaded throughout the curriculum. Concepts are explicitly taught and linked within units of work. They are revisited throughout the year groups to ensure pupils have a clear understanding of them, make meaningful connections and enable them to be held within long-term memory.

Ten key concepts of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:



**Community & culture** - (architecture, art, civilisation, communication, economy, inspiration, myth, settlement, trade)



**Conflict & disaster** - (conquest, liberation, military, peace, fire, war)



**Exploration & invention** - (discovery, progress, tools)



**Hierarchy & power** - (democracy, empire, equality, government, law, monarchy, parliament, slavery, poverty)



**Cause**



**Consequence**



**Change & continuity**



**Second order concepts (i.e. those relating to the disciplinary knowledge of history)**



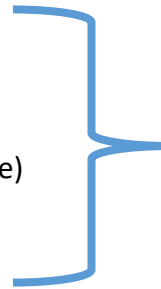
Similarity & difference



Evidence & interpretation (eye-witness, source)









Significance











**Second order concepts (i.e. those relating to the disciplinary knowledge of history)**













Our key concepts, including the second-order concepts of history, were derived in reference to notable work on this subject, including The Historian’s Toolkit and that from The Historical association. In addition, the need to adapt the key concepts for a primary setting was considered.














<p><b>Chronological Understanding</b></p> <p>Please See ‘Progression in Chronology’ document for more detail.</p>	<p>This concepts makes sense of time, the sequence of when things happen, what changed and what continued. The younger children at Red Lane will look at time words such as before, after, now, then, past and present. Older children will look at periods of time and be introduced to more complex terms. All children will begin a topic with a timeline of events showing progression as they are extended backwards through generations.</p>
<p><b>Cause</b></p> 	<p>This concept shapes historical thinking and understanding. It focuses on why events occurred and why people acted a certain way. Through this concept children will create connections through time. It is also linked to chronology and helps children to recognise change across time.</p>
<p><b>Consequence</b></p> 	<p>This concept shapes historical thinking and understanding. It focuses on the effect, result or outcome of something occurring earlier. Through this concept children will create connections through time. It is also linked to chronology and helps children to recognise change across time.</p>
<p><b>Change and Continuity</b></p> 	<p>This concept develops an understanding of the idea that some things change while others old and new stay the same. At Red Lane, younger children will explore this through local history and looking at changes in the town and features of a place. Older children will commonly use this concept when evaluating different civilizations and time periods.</p>
<p><b>Similarity and Difference</b></p>	<p>This concept considers how historians construct arguments about the extent of similarity and difference between places, people and groups</p>
















	<p>in the past</p>
<p><b>Evidence and Interpretation</b></p> 	<p>This concept allows children to think about how we understand the past and how we show what the past was like. Our Key Stage 2 pupils will begin to see differences between what may be fact and opinion and construct their own conclusions as to which parts are factual and which are points of view.</p>
<p><b>Significance of Events</b></p> 	<p>Significance is how we choose what is most important in history. For KS1 pupils this may be looking at the important parts from a story or say what is important about a picture? For older children the will develop the skill of which parts of history are important and how these significant issues or events have impacted on that period in time, society or the way we live today.</p>
<p><b>Historical Enquiry</b></p>	<p>Historical enquiry is key in the history curriculum. Through this concept children learn how to ask questions, select evidence and make judgements about the past. They begin to understand that there can be multiple perspectives to history</p>
<p><b>Historical Sources</b></p>	<p>This concept helps children to understand what we use to find out about the past and how we use sources safely. For the children in KS1 this may be extracting information from a picture or artefacts. As the children move up the school sources of evidence may become less obvious or relevant sources of evidence need to be searched for.</p>















## Overview of Historical Concepts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Changes all around - first and then		Amazing animals – animals and their young			Journeys through time – holidays
Reception	Changes all around me – my daily routine				Grow with us – Life cycles	Journeys through time – the past
Year 1	<p><b>Old &amp; New Toys</b> Chronological understanding</p> <p><b>Similarity &amp; difference</b> – Know some things which have changed / stayed the same.</p>  <p><b>Evidence &amp; interpretation</b></p> 		<p><b>History of Bolton– Local Study</b> community &amp; culture – inspiration, settlement</p>  <p><b>Significance</b> – Know the name of a significant person and explain why they are famous.</p>  <p><b>Change &amp; continuity</b> – how has Little Lever changed?</p>  <p><b>Evidence &amp; interpretation</b></p>		<p><b>Significant People: Queen Elizabeth</b> Hierarchy &amp; power – monarchy, empire.</p>  <p><b>Significance</b> – Know the significance of Queen Elizabeth in British History and her impact on life today.</p>  <p><b>Cause and Consequence</b> - Know about the cause of a coronation.</p>  <p><b>Evidence &amp; interpretation</b></p>	

						
<b>Year 2</b>	<p><b>Rosa Parks &amp; other Significant People</b>  <b>hierarchy &amp; power</b>          – equality, democracy</p>  <p><b>Significance</b> – What influence did Rosa Parks have on society?</p>  <p><b>Evidence &amp; interpretation</b></p>		<p><b>Great Fire of London</b>  <b>conflict &amp; disaster - fire</b></p>  <p><b>Significance</b> - Why was 'The Great Fire of London' so significant to British History?</p>  <p><b>Cause and Consequence</b> - Know about the cause of the fire..</p>  <p><b>Evidence &amp; interpretation</b></p> 		<p><b>Victorians</b>  <b>hierarchy &amp; power</b> - monarchy, parliament, poverty</p>  <p><b>Evidence &amp; interpretation</b>          – How do we know about the Victorians? What evidence do we have?</p>  <p><b>Similarity &amp; difference</b> - Know some things which have changed / stayed the same</p>  <p><b>Evidence &amp; interpretation</b></p> 	
<b>Year 3</b>	<p><b>Samuel Crompton – Local Study</b>  <b>exploration &amp; invention</b> -</p>		<p><b>Stone Age</b>  <b>community &amp; culture</b> -</p>		<p><b>Ancient Egypt</b>  <b>community &amp; culture</b> - civilisation,</p>	

	<p>(discovery, progress, tools)</p>  <p>community &amp; culture – inspiration</p>  <p><b>Significance</b> – Why did Samuel Crompton have such an impact on Bolton?</p>  <p><b>Cause and Consequence</b> - Know cause of event and consequence.</p>  <p><b>Evidence &amp; interpretation</b></p> 		<p>(civilisation, settlement, trade)</p>  <p>exploration &amp; invention - discovery, progress, tools</p> <p><b>Change &amp; continuity</b> – how did each period within the Stone Age change?</p>  <p><b>Evidence &amp; interpretation</b></p> 		<p>communication, trade</p>  <p>exploration &amp; invention – discovery, progress, tools</p>  <p><b>Evidence &amp; interpretation</b> – how do we know so much about the Ancient Egyptians?</p>  <p><b>Cause &amp; Consequence:</b> Know cause of event and consequence.</p>	
<p>Year 4</p>	<p><b>Ancient Greece</b> community &amp; culture - architecture, art, civilisation, economy, inspiration, myth</p>		<p><b>Romans in Rome</b> conflict &amp; disaster - conquest, military</p> 		<p><b>Romans in Britain</b> conflict &amp; disaster - conquest, military</p> 	

	 <p><b>hierarchy &amp; power</b> - democracy, empire, equality, government</p>  <p><b>Similarity &amp; difference</b> – How are the Ancient Greeks similar and different to us today?</p>  <p><b>Evidence &amp; interpretation</b></p> 		<p><b>exploration &amp; invention</b> - discovery, progress</p>  <p><b>Change &amp; continuity</b> – What areas of our civilisation came from the Romans and what areas didn't come from them?</p>  <p><b>Similarity &amp; difference</b></p>  <p><b>Evidence &amp; interpretation</b></p> 		<p><b>exploration &amp; invention</b> - discovery, progress</p>  <p><b>Change &amp; continuity</b> – What areas of our civilisation came from the Romans and what areas didn't come from them?</p>  <p><b>Similarity &amp; difference</b></p>  <p><b>Evidence &amp; interpretation</b></p> 	
<p>Year 5</p>	<p><b>Anglo-Saxons</b> <b>conflict &amp; disaster</b> – war, conquest</p>  <p><b>community &amp; culture</b> - civilisation, settlement, trade</p>		<p><b>Vikings</b> <b>conflict &amp; disaster</b> – war, conquest</p>  <p><b>community &amp; culture</b> - civilisation, settlement, trade</p>		<p><b>Manchester Mills-</b> <b>Local study</b> <b>exploration &amp; invention</b> - (discovery, progress, tools)</p> 	

	 <p><b>Change &amp; continuity –</b> Understand that the Anglo-Saxons are one of the main reasons Christianity is the main religion of England.</p>  <p><b>Similarity &amp; difference</b></p>  <p><b>Evidence &amp; interpretation</b></p> 		 <p><b>Cause &amp; consequence –</b> Know what permanent impact the Vikings had on Britain.</p>  <p><b>Change &amp; continuity</b></p>  <p><b>Evidence &amp; interpretation</b></p> 		<p><b>community &amp; culture -</b> (communication, economy, inspiration, trade)</p>  <p><b>Cause &amp; consequence –</b> Know what permanent impact the mills had on Britain.</p>  <p><b>Change &amp; continuity</b></p>  <p><b>Evidence &amp; interpretation</b></p> 	
<p>Year 6</p>	<p><b>World War 2</b> <b>conflict &amp; disaster –</b> war, conquest</p>  <p><b>hierarchy &amp; power -</b> country,</p>		<p><b>History of Civil Rights Movement</b> <b>hierarchy &amp; power</b> – equality, democracy, government, slavery</p>		<p><b>Mayan Civilization</b> <b>community &amp; culture -</b> civilisation, communication, trade</p> 	



democracy,  
government



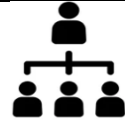
**Significance** – how has WW2 helped shape the way we live today?



**Similarity & difference**



**Evidence & interpretation**



**conflict & disaster** –  
liberation, peace



**Significance** – Why is BLM important?



**Cause & consequence** –  
What is the impact of the Civil Rights Movement today?



**Evidence & interpretation**



**hierarchy & power** -  
monarchy,  
democracy,  
government



**Change & continuity** –  
Know that Mayan civilisation had a major influence on trade and the way we communicate through written language.



**Evidence & interpretation**

