

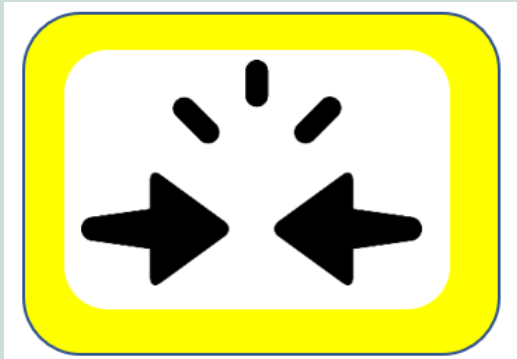
History Concepts overview

Concept

Why is it important for our pupils?

How does it progress from EYFS to Year 6.

CONFLICT AND INVASION



Children need to have a grasp of this concept so that they understand how invasion and conflict changes societies and how this has shaped Britain today. They will learn important lessons about the causes and consequences of invasion and conflict. They will understand how Conflict is the process of actual or perceived opposition between individuals or groups. This could be opposition over positions, interests or values. Historians distinguish between non-violent and violent conflict. In this distinction, non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires resolution. Disagreements and conflict can occur in our everyday lives. Our children will learn about the impact and consequences that conflict which goes unresolved has had upon our world, nation and local area.

- EYFS- Learn what conflict is in relation to themselves and others through stories and topics
- Yr1-Suggest reasons why people in the past acted as they did.
- Yr-2 Understand that individuals or groups can have differing opinions over positions, interests and values.
- Yr.3 begin to look at the impact of settlement – both positive and negative – and the legacy new settlers have left behind
- Yr.4 Explain that invaders are an army or country that uses force to enter and take control of another country.
- Yr.4 Explain that settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.
- Year 5/6- focus on understanding more about causes and consequences of war. The significance of alliance and knowing there is a concept of nation and a nation's history.
- Describe why wars happen and how this can help us to understand and prevent future wars;

SIMILARITY AND DIFFERENCE

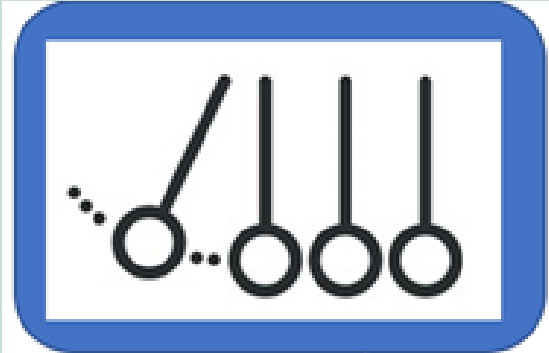


Children need to have a grasp of this concept so that they identify similarities and differences between ways of life in different periods.

Understanding 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.

- EYFS- compare then and now in the context of Living memory and comment on images of familiar situations in the past
- Y1– Y2 Describe historical events and begin to compare life in the past and now.
- Y3 –Compare some of the times studied with those of other areas of interest around the world.
- Y4-Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference.
- Y5 –. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period.
- Y6-Note connections, contrasts and trends over time
- Regularly address and devise historically valid questions about similarity and difference and significance.

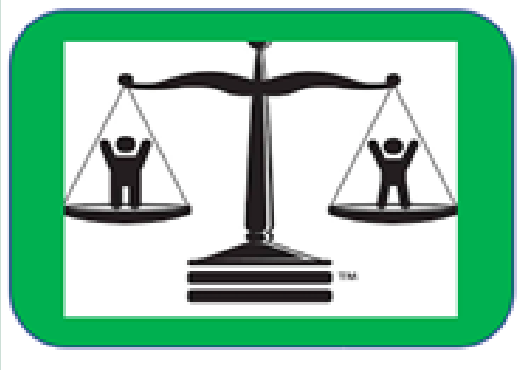
CAUSE AND CONSEQUENCE



Children need to understand that Cause and consequence can be defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event. It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always. Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict and, on some occasion, may not be detected until long after the event.

- EYFS-Can explain why one character in a simple story took the action he or she did. Can explain why they took the action they did when discussing 'myself'.
- Yr1- Can give a simple reason why a real person acted as they did in a historical situation.
- Yr2- Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly
- Yr.3 Identify reasons for and results of people's actions
Understand why people may have wanted to do something.
- Y4 – Describe how aspects of history influence how we act and live today.
Look for links and effects in time studied and Offer a reasonable explanation for some events.
- Yr.5- See causes might be connected in some way; one cause might be linked to another making the event much more likely to happen.
- Yr.6- Explain an event with reference to abstract ideas such as long and short-term or events building up.
- Start to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;

DIVERSITY AND DISCRIMINATION



Children need to have a grasp of this concept so that they understand how Britain has influenced and been influenced by people in the wider world. They need to gain a historical perspective of diversity and discrimination by placing their growing knowledge in social history. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.

In doing this they should gain an understanding of the perspectives of people in the past to differences between men and women, different ethnicities, rich and poor. and how these ideas have changed and evolved over time. They need to compare attitudes of the past to today's thinking and learn to question whether human beings have learned from the 'follies' of the past.

- EYFS- Understand that people are different and develop positive attitudes about the differences between people.
- Yr1 -Understand that people come from different places and backgrounds and develop positive attitudes about the differences between people.
- Yr.2-Understand that sometimes people are treated differently because of who they are and where they come from.
- Y3- They can contrast life for rich and poor eg: do not describe home life as if it was the same for everyone. They know that there are different levels in society.
- Y4- Understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta.
- know about the importance of slave culture to that society. Children can explain beliefs and attitudes in terms of why people might have had those ideas.
- Y5 – Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Yr.6-Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.
(They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.)

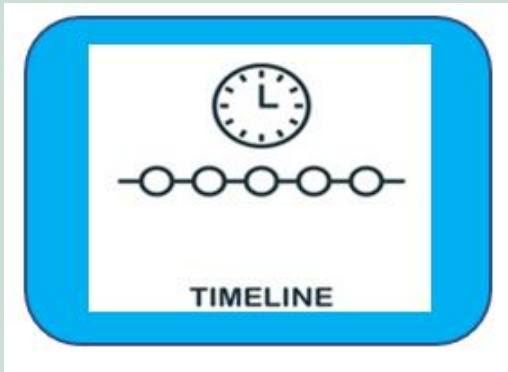
CIVILISATION AND SOCIETY



This concept will improve children's understanding of the world and the people who live in it. Ancient civilizations provide insight into why and how history has unfolded and become as it is. They will understand that a Civilization is a group of people with their own languages and way of life and be able to make comparisons between the first civilisations. Children will have the ability to understand how the first civilisations relate to a broadly based chronological understanding of the past. Children need to know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. This concept will lead to an understanding of how civilisations of the past were stepping stones to society as it has developed today.

- EYFS - Talk about the lives of the people around them and their roles in society.
- Yr. 1- Understand that people come together to form a community and these communities are different in different parts of the world.
- Yr.2- They will also be introduced to the word 'city' for the first time. And begin to understand the characteristics of a city through their study of the Great Fire of London. (Pupils use maps, images and artefacts to learn about the characteristics of Stuart London as an overcrowded and insanitary settlement, full of fire hazards.)
- Yr.3- Understand that a Civilization is a group of people with their own languages and way of life and be able to make comparisons between the first civilisations.
- Yr.4- focus on the concept of 'civilisation', this will include their knowledge of the forms of government that characterized an era of history eg: Athens (a democracy, where decisions were made by elected leaders accountable to an assembly of male citizens)
- Yr.5- Be able to identify common features in different civilizations. Understand that Civilizations have some things in common, e.g., a form of government, trade, agriculture, laws, etc.
- Yr.6- Build on their prior learning about earlier civilizations focusing on features that they share – for example, common development along the fertile banks of great rivers, the role of trade, and urban dwellings concentrated in built-up towns and cities, the role of Government.

CHRONOLOGY



Children will understand the chronology of a series of past events is the times at which they happened in the order in which they happened. Learning about the complex concept of chronology is often considered very challenging for EYFS Year 1 Year 2 young children, yet this understanding underpins children's developing sense of period, as well as key concepts such as change and causation. It is a challenging concept to teach because of its abstract nature and children's many misconceptions illustrate the difficulties they experience in understanding and using it. Chronology, however, contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.

- EYFS- Can describe differences between him or herself as a baby and as he or she is now. Sequences images of themselves as baby, toddler and infant.
- Yr.1-Uses simple timelines to sequence processes, events and objects within their own experience. Sequencing events/ lives of significant individuals
- Yr.2- Can sequence parts of more complex story where action takes place over a long period of time. Begin to use timelines of key events and individuals. Begin using dates.
- Yr.3- Can sequence events in simple narrative e.g. Boudicca's revolt; Can place their period of history on whole school timeline. Can talk about the past in terms of periods stone age/bronze age iron age.
- Yr.4 -Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings; Can use some key dates as important markers of events.
- Yr.5-Use more sophisticated time markers within, as well as between periods e.g., at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 years. Can appreciate ideas of duration and interval. e.g., how long the Greek legacy has lasted.
- Yr.6- Can use dates and specific terms confidently to establish period detail e.g., when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz; Can successfully match simple iconic images to each of the periods studied, Can make links between three periods in history, comparing, spotting similarities difference

EVIDENCE



Children will see evidence is an important part of historical inquiry and refers to the information that is collected from various sources. It can come in many different forms, from an individual account, letters, photographs, paintings, clothing. Any object from history can be classed as evidence and used then to hypothesis and allow historians to piece together the past. Evidence can be separated into two categories, primary evidence and secondary evidence.

- EYFS- Can find an answer to a question by looking at a simple picture, eg: of a nursery rhyme – which of these lights did Wee Willie Winky carry? Can say whether a picture is of a baby or a toddler and explain why.
- Yr.1- Can point to familiar images in pictures of themselves and their own family. Can describe the main features of an artefact. Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.
- Yr.2- Children are able to gather ideas from a few simple sources when building up their understanding, e.g.: of why the Great Fire spread so quickly. Spot the differences between sources and come to a conclusion as to the most common view.
- Yr.3- Children extract simple information from text/pictures. Identify and give reasons for different ways in which the past is represented. Look at representations of the period – museum, cartoons etc
- Yr.4- Begin to evaluate the usefulness of different sources Use text books and historical knowledge. Start cross-referencing information to see if other sources agree, rather than taking everything for face value. See that some sources are more useful than others and can explain why.
- Yr.5- Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, we cannot tell for sure. Most evidence suggests. Start to think of reasons why a source might be unreliable e.g., view of the Vikings may be partial because the evidence we have

was written by people who suffered most at the hands of these raiders.

- Yr.6- Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore...e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience? Offers substantiated reasons why some sources might be treated cautiously e.g., propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting.

CONCEPTUAL VOCABULARY HISTORY

EYFS	Today, Yesterday, tomorrow, A long time ago, here, now, then
Year 1	long time ago, centuries, when my parents were young, years, history, prehistory, recent, year decade, order, king, Queen
Year 2	A long time ago, recently, years, decades, centuries, era Stuarts, centuries, monarchy Stuarts, source, witness, eyewitness, change, changes, History, timeline, throne, reign, past
Year 3	History and prehistory, Neolithic, Palaeolithic, Mesolithic, tribe, achievements, trade, hunter gatherer, nomadic, permanent homes, settlement, fort, permanent home, source, evidence, archaeologist, tribe, community, primary source, secondary source, technology, artefact, belief, civilisation
Year 4	Cause and Change empire', 'civilisation', 'parliament' 'peasantry invasion/ raid, settlement, kingdom, resistance, culture legacy conquest conversion, slave, senate, Primary source/ secondary source, reliability BCE/AD expansion and dissolution of empire philosophy, drama, democracy, theatre
Year 5	Monarchy Changing power absolute, constitutional, democracy, primogeniture, parliament, republic, monarchy, hereditary social, political, religious, technological and cultural. Expansion and dissolution of empire hypothesis reliability ancient invasion, empire, resistance, democracy, civilian population, Cause and Change, similarity, difference and significance social changes Cause, consequence expansion, empire, slavery, trade, source, cause consequence significant, influenced, timeline, chronology, engineer, achievement, transport, architecture kingdom, pharaoh, divine kingship, afterlife Polytheistic absolute ruler, civilisation, trade,
Year 6	Invasion, empire, resistance, democracy, fascism, dictatorship, civilian population, propaganda Cause and Change, Cause and Change, similarity, difference and significance social changes Cause, consequence expansion and dissolution of empire, slavery, trade, fascism, dictatorship, propaganda

