



Historical Concepts Overview

Concept		Year groups studied in
Continuity and change	Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Cause and consequence	Cause and effect 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.	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Similarity/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.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Significance	Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or place. The importance or significance of a person, place or event defines and influences the way that the past is remembered.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Interpretation	Historical interpretation is the way people in later times explain people, places and events in history. It has been said that the concept interpretation is the national curriculum's 'jewel in the crown'. When pupils use the concept of 'interpretation' they are thinking and evaluating the historical information they have been presented with. What parts are factual, which are points of view or imagined.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Chronology	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 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.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6



Conflict	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 has had upon our world, nation and local area.	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Invasion and settlement	Invaders are an army or country that uses force to enter and take control of another country. 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 3 Year 4 Year 5 Year 6
Equality	Equality means 'the state of being equal'. It considers whether everyone is treated the same and fairly in different societies throughout history. Studying equality also means studying inequality, the causes behind this and the consequences of them. Considering equality helps children to develop a sense of empathy and understanding for those who are different to them.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Culture and Democracy	<p>Examining the concept of culture will open up inquiries into how people deal with the past. It involves the attitudes, beliefs, values and views of a group of people in history. It will allow historians the opportunity to reflect and examine how communities have been influenced by people or events in the past.</p> <p>Democracy is a system of government in which laws, policies, leadership, and major undertakings of a state or other policy are directly or indirectly decided by the "people". The word democracy describes a form of government. The word comes from two Greek words that mean "rule by the people." In a democracy the people have a say in how the government is run. They do this by voting, though there are usually rules about who can vote. We have taken the decision to put 'democracy' under the umbrella of 'culture' as studying how civilisations were governed is a large part of their culture.</p>	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6



Historical Concepts Glossary – Reception, Year 1 and Year 2

<u>Concept</u>	<u>Meaning</u>
Continuity and change	Learning about how some things stay the same but others change.
Cause and consequence	Learning about why events have happened and what happens after the event.
Similarity/difference	Comparing how people, places, or things are similar or different.
Significance	Learning about important people, places or events.
Interpretation	Looking at history and working out what are facts and what are opinions.
Chronology	Learning about the order which things happen in.
Conflict	Learning about disagreements or fights between people or groups of people.
Equality	Learning about whether everyone is treated the same and fairly.
Culture	Learning about how people lived their lives and what they believed.



Historical Concepts Glossary – Year 3 and 4

<u>Concept</u>	<u>Meaning</u>
Continuity and change	Recognising that some things stay the same but others change within and across time periods.
Cause and consequence	Learning about chains of events – identifying and discussing the reasons why an event has happened and the consequences of the event.
Similarity/ difference	Understanding about the similarities and differences between people's lives, different perspectives and relationships between different groups. Comparing how people, places, or things are similar or different.
Significance	Learning about important people, places or events who have had an impact on the future and/ or influence the way the past is remembered.
Interpretation	The way that people in later times explain people, places and events in history. Working out which parts learned about are factual and which parts are points of view or imagined.
Chronology	Learning about the times at which things happened and the order in which they happened in. Learning about historical periods in relation to other historical periods.
Conflict	Learning about actual or perceived disagreement between individuals or groups and the consequences that these can have on our world.
Invasion and Settlement	Invaders are a group that uses force to enter and take over another country. Settlers are a person or group of people who arrive in a new place to live there and use the land.
Equality	Consider whether everyone is treated the same and fairly in different societies throughout history. It also involves learning about inequality including the causes and consequences of this.
Culture	Learning about the attitudes, values, beliefs and views of a group of people in history.
Democracy	A system of government where the people in the country have a say in how government is run, usually through voting.



Historical Concepts Glossary – Year 5 and 6

<u>Concept</u>	<u>Meaning</u>
Continuity and change	Recognising that some things stay the same but others change within and across time periods and learning about how these influence how we act and live today.
Cause and consequence	Learning about chains of events – identifying, examining and analysing the reasons why an event has happened and the consequences of the event. It involves trying to make links between what happened and why this might be.
Similarity/difference	Understanding how complex people's lives are by learning about the similarities and differences between people's lives, different perspectives and relationships between different groups. Learning how to make comparisons across groups of people, their perspectives, motivations and actions as well as comparing places and things.
Significance	Learning about important people who have shaped what comes after them, events that had an effect on things that followed or places that have had an impact on the future. Learning about people, events or places who have affected the way that the past is remembered.
Interpretation	The way that people in later times explain people, places and events in history. Evaluating the historical information you are presented with and working out which parts learned about are factual and which parts are points of view or imagined.
Chronology	Learning about the times at which things happened and the order in which they happened in. Learning about historical periods in relation to other historical periods including understanding your own place in history.
Conflict	Learning about actual or perceived opposition between individuals or groups and the consequences that these can have on our world, nation and local area. The opposition could be over positions, interests or values. The conflict could be violent or non-violent.
Invasion and Settlement	Invaders are a group that uses force to enter and take over another country. Settlers are a person or group of people who arrive in a new place to live there and use the land.
Equality	Consider whether everyone is treated the same and fairly in different societies throughout history. It also involves learning about inequality including the causes and consequences of this. It is about developing empathy for people who are to different to you.
Culture	Learning about the attitudes, values, beliefs and views of a group of people in history.
Democracy	A system of government where the people in the country have a say in how government is run, usually through voting.