

## History Key Concepts

### Six Substantive Concepts

Substantive knowledge is the subject knowledge and explicit vocabulary used to learn about the content. We have defined substantive concepts that are used as a vehicle to connect the substantive knowledge. Below are some examples of how these concepts could be used in a topic.

<b>BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS</b>					
<b>Community</b>	<b>Knowledge</b>	<b>Invasion</b>	<b>Civilisation</b>	<b>Power</b>	<b>Democracy</b>
<p>This gives us a focus on a large group of people living in a place.</p> <p style="text-align: center;"> </p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p style="text-align: center;"> </p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p style="text-align: center;"> </p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p style="text-align: center;"> </p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p style="text-align: center;"> </p> <p>Knowledge brings about change.</p> <p style="text-align: center;"> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p style="text-align: center;"> </p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.</p>	<p>Taking over another country or region with an armed force.</p> <p style="text-align: center;"> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p style="text-align: center;"> </p> <p>Invasion is a substantive concept throughout history.</p> <p style="text-align: center;"> </p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p style="text-align: center;"> </p> <p>Larger than a community.</p> <p style="text-align: center;"> </p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p style="text-align: center;"> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p style="text-align: center;"> </p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p style="text-align: center;">or</p> <p>the power over people and places.</p> <p style="text-align: center;"> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p style="text-align: center;"> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p style="text-align: center;"> </p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p style="text-align: center;"> </p> <p>Alexander the Great unified power in Ancient Greece.</p> <p style="text-align: center;"> </p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p style="text-align: center;"> </p> <p>Democracy has many forms through time.</p> <p style="text-align: center;"> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p style="text-align: center;"> </p> <p>Democracy hasn't always been equal.</p> <p style="text-align: center;"> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p style="text-align: center;"> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>

## Six Disciplinary Concepts

There are Six Disciplinary Concepts that support children to Think as Historians:

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p><b>The science of time</b></p> <p> </p> <p>How events and significant people are placed in time.</p> <p> </p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p> <p> </p> <p>Use time related words, such as before, during and after.</p> <p> </p> <p>BC = Before the birth of Christ. Also known as BCE = before the common era.</p> <p> </p> <p>AD = Anno Domini (the number of years after the death of Christ).</p> <p> </p> <p>Also known as CE = common era.</p> <p> </p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p><b>The reason and result of the things that happened in history</b></p> <p> </p> <p>Causation is about why events occurred and situations happened.</p> <p> </p> <p>How ideas connect and interrelate.</p> <p> </p> <p>Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts.</p> <p> </p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p> </p> <p>Consequence is the result of the cause.</p>	<p><b>How key people, places and events changed or stayed the same over time</b></p> <p> </p> <p>How much really changed over and across time?</p> <p> </p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p> </p> <p>Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive.</p> <p><b>Continuity</b></p> <p> </p> <p><i>Latin: continuitatem</i> = a connected series. What remained the same?</p> <p> </p> <p>What factors were the same? Trade? Ideas of race?</p>	<p><b>Similarity</b></p> <p> </p> <p>Compare similarities at the same time - what stayed the same and why?</p> <p> </p> <p>For example, you could compare Athens and Sparta at the same time.</p> <p><b>Difference</b></p> <p> </p> <p>Compare difference at the same time – what was different between people and places – why was that?</p> <p> </p> <p>For example, you could examine the beliefs of Nazi Germany and the allies.</p>	<p><b>How we know about the past</b></p> <p> </p> <p>A source presents a viewpoint, position angle or bias from the time it was created.</p> <p> </p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p><b>Relics can be used and are sources</b></p> <p> </p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017).</p> <p><b>Primary sources</b></p> <p> </p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p><b>Secondary sources</b></p> <p> </p> <p>books and articles about a study that may not have been created at the time.</p>	<p><b>Why people, events and ideas are important in our studies</b></p> <p> </p> <p>The choice to study certain people and events because of their importance over time.</p> <p><b>Latin: <i>significare</i></b></p> <p> </p> <p>to make signs or point out.</p> <p>Significant people and events are chosen by others to tell a historical narrative.</p> <p> </p> <p>Why have they been chosen? What is significantly good or bad about these people and events?</p> <p><b>Also consider 'silences'</b></p> <p> </p> <p>(the not told history) as an opposite and equal to significance. (Trouillot and HA 181,2020)</p> <p> </p> <p>What stories were not told or are now emerging, such as the Windrush generation.</p>

Each topic includes the main **Substantive** Concepts to be covered.

<p>Changes within living memory</p> <p>↓</p> <p><b>COMMUNITY KNOWLEDGE</b></p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory</p> <p>↓</p> <p><b>COMMUNITY POWER KNOWLEDGE DEMOCRACY</b></p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age</p> <p>↓</p> <p><b>KNOWLEDGE COMMUNITY POWER</b></p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>↓</p> <p><b>INVASION POWER COMMUNITY</b></p> <p>Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Compare non-European society with Anglo-Saxons (Maya)</p> <p>↓</p> <p><b>CIVILISATION KNOWLEDGE POWER</b></p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War (Early Islamic and Benin to be written Spring 2023)</p>	<p>Windrush Generation</p> <p>↓</p> <p><b>COMMUNITY DEMOCRACY POWER</b></p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>			
<p>Lives of significant people</p> <p>↓</p> <p><b>KNOWLEDGE COMMUNITY</b></p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Revisit events beyond living memory</p> <p>↓</p> <p><b>COMMUNITY POWER KNOWLEDGE DEMOCRACY</b></p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Rome and its impact on Britain</p> <p>↓</p> <p><b>INVASION POWER CIVILISATION</b></p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>↓</p> <p><b>INVASION POWER COMMUNITY</b></p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Ancient Greeks</p> <p>↓</p> <p><b>POWER DEMOCRACY KNOWLEDGE CIVILISATION</b></p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Beyond 1066</p> <table border="1" data-bbox="1599 730 2024 1054"> <tr> <td data-bbox="1599 730 1816 1054"> <p>Monarchs</p> <p>↓</p> <p><b>POWER INVASION DEMOCRACY</b></p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p> </td> <td data-bbox="1816 730 2024 1054"> <p>Battle of Britain</p> <p>↓</p> <p><b>POWER INVASION COMMUNITY</b></p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p> </td> </tr> </table>		<p>Monarchs</p> <p>↓</p> <p><b>POWER INVASION DEMOCRACY</b></p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p>	<p>Battle of Britain</p> <p>↓</p> <p><b>POWER INVASION COMMUNITY</b></p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
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<p>More lives of significant people</p> <p>↓</p> <p><b>KNOWLEDGE COMMUNITY</b></p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Significant historical events, people and places in our locality</p> <p>↓</p> <p><b>COMMUNITY KNOWLEDGE POWER</b></p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>		<p>Achievements of an ancient civilisation Egypt</p> <p>↓</p> <p><b>CIVILISATION KNOWLEDGE POWER INVASION</b></p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave Shang Dynasty, Sumer and Indus Valley to be written Spring 2022</p>		<p>CUSP AB History Y6 How did conflict change our local area in WW2</p> <p>↓</p> <p>Local history study</p> <p><b>POWER INVASION DEMOCRACY COMMUNITY</b></p> <p>↓</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley</p>			

Although most disciplinary concepts will be touched on briefly in each topic, to enable children to connect and build on previous learning, as well as well prepare for future learning. Each topic will two one or three main disciplinary concepts for staff to focus children’s historical thinking on.

Key Stage 1		Substantive Concepts	Disciplinary Concepts
Cycle A	Change within living memory	Knowledge, Community	Chronology, Similarity and difference
	Significant People: Mary Anning, David Attenborough	Knowledge, Community	Evidence, Significance
	Significant People: Neil Armstrong, Mae Jemson, Tim Peaks	Knowledge, Community	Cause and consequence, Changes and continuity
Cycle B	Great Fire of London	Knowledge, Community, Power, Democracy	Cause and consequence, Evidence, Significance
	Significant events, people and places in our locality	Knowledge, Community, Power	Chronology, Similarity and difference, Change and continuity

Key Stage 2		Substantive Concepts	Disciplinary Concepts
Cycle A	Stone Age, Iron Age, Bronze Age	Knowledge, Community, Power	Chronology, Significance, Change and continuity
	Rome and its impact on Britain	Power, Invasion, Civilisation	Cause and consequence, Evidence, Similarity and difference
Cycle B	Anglo-Saxons and Scots	Power, Invasion, Community	Evidence, Change and continuity
	The Viking and Anglo-Saxon struggle	Power, Invasion, Community	Cause and consequence, Similarity and difference
	Ancient Egyptians	Knowledge, Power, Invasion, Civilisation	Chronology, Significance
Cycle C	Ancient Greece	Knowledge, Power, Democracy, Civilisation	Chronology, Evidence, Significance
	Maya and Anglo-Saxon comparison	Knowledge, Power, Civilisation	Cause and consequence, Change and continuity, Similarity and difference
Cycle D	Windrush Generation	Community, Democracy, Power	Cause and consequence, Significance
	Battle of Britain	Power, Invasion, Community	Chronology, Change and continuity
	How did conflict change our local area in WW2	Power, Invasion, Democracy, Community	Similarity and difference, Evidence