

Lanercost C of E School History Key Concepts

The Key Historical Concepts enable children become a little more expert as a Historian by 'Thinking Historically'. Our key concepts come from the CUSP History curriculum which we use to support our planning and teaching of History.

The National Curriculum for History 2014 states: "A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time."

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The 6 Substantive Concepts

The Substantive knowledge is the subject knowledge and explicit vocabulary used about the past. The 6 Substantive Concepts below are the suggested vehicle to connect the substantive knowledge.

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p> </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>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p> </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> </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>Knowledge brings about change.</p> <p> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p> </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> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p>Invasion is a substantive concept throughout history.</p> <p> </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> </p> <p>Larger than a community.</p> <p> </p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p> </p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p>or</p> <p>the power over people and places.</p> <p> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p> </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> </p> <p>Alexander the Great unified power in Ancient Greece.</p> <p> </p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p> </p> <p>Democracy has many forms through time.</p> <p> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p> </p> <p>Democracy hasn't always been equal.</p> <p> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>

These concepts develop and deepen as children move through Lanercost from EYFS to KS2.

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The Disciplinary Concepts

Disciplinary knowledge is the use of substantive knowledge and how children construct understanding. There are 6 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>The science of time</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>The reason and result of the things that happened in history</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>How key people, places and events changed or stayed the same over time</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>Continuity</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>Similarity</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>Difference</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>How we know about the past</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>Relics can be used and are sources</p> <p> </p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017).</p> <p>Primary sources</p> <p> </p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p>Secondary sources</p> <p> </p> <p>books and articles about a study that may not have been created at the time.</p>	<p>Why people, events and ideas are important in our studies</p> <p> </p> <p>The choice to study certain people and events because of their importance over time.</p> <p>Latin: significare</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>Also consider 'silences'</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>

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The Concepts in the Curriculum

	Year A		Year B	
	EYFS and KS1	KS2	EYFS and KS1	KS2
Autumn	Victorians		World War 2	
	Who was Queen Victoria? POWER	Why was Queen Victoria's reign significant? POWER/ DEMOCRACY	How has life changed since World War 2? COMMUNITY/ KNOWLEDGE	What was it like to be a child in WW2? COMMUNITY/ KNOWLEDGE
Spring	What happened in the Great Fire of London? KNOWLEDGE/ COMMUNITY	How have Ancient Greek achievements influenced us today? POWER/ DEMOCRACY	The Tudors	
			Why was Christopher Columbus important? KNOWLEDGE/ COMMUNITY	Why was Henry VIII an important historical figure? POWER
Summer	Romans		Why was Florence Nightingale known as the 'Lady with the Lamp'? KNOWLEDGE	What was it like to live in Anglo-Saxon times? INVASION/ POWER
	Why did the Romans build Hadrian's Wall? INVASION	What impact did the Romans have on our local area? INVASION/ CIVILISATION		

	Year C		Year D	
	EYFS and KS1	KS2	EYFS and KS1	KS2
Autumn	Stone Age, Bronze Age, Iron Age		Titanic	
	Why do we have stone circles? KNOWLEDGE/ COMMUNITY	Would you like to live in the Stone Age, Bronze Age or Iron Age? KNOWLEDGE/ COMMUNITY	How has transport changed since the Titanic sunk? KNOWLEDGE	How did the Titanic's sinking impact on our lives today? COMMUNITY/ KNOWLEDGE
Spring	How did the Great Fire of London spread so quickly? KNOWLEDGE/ COMMUNITY	How does an Early Islamic Civilisation compare with British history? CIVILISATION/ KNOWLEDGE	Ancient Egyptians	
			Who was Tutankhamun? KNOWLEDGE/ COMMUNITY	Which achievements of the Ancient Egyptians are still important today? CIVILISATION/ POWER
Summer	Romans		Why is Florence Nightingale remembered? KNOWLEDGE	Would you rather be a Viking or an Anglo-Saxon? INVASION/ POWER
	Why was Emperor Hadrian important? POWER/ INVASION	How far did the Roman Empire reach? INVASION/ POWER		

The boxes highlighted green are the topics that the whole school will be looking at but with different foci for each Key Stage.

The words in blue are the substantive concepts