

History Curriculum - Key Concepts:

An abundance of opportunities are embedded across our History curriculum which allow our Historians to investigate and interpret the past through significant events and life's, comprehend chronology, identify historical changes as well as continuity between and within periods of time and understand/challenge perspectives and interpretations. These are our History key curriculum threads, which run progressively through this subject's curriculum.

Chronology	Continuity and Change between periods	Cause and Consequence	Similarity/Difference with a periods/situation	Significance of events/people	Perspectives and interpretations
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Chronology:

Within each History topic we studied we deepen our children's chronology knowledge, through for example ordering significant events and dates, create a family tree, develop historical context and organise relevant historical information within a narrative. Our chronology thread through every topic ensures our children develop a depth of chronology so that they can view periods of time contextually and in order.

Continuing and Change between Periods:

Through our studies we explore progress, transformation, regression, and demise. We link previous studies, for example of Ancient civilisations ,to develop a depth of knowledge and to explain/explore the extent of past changes and reasons for continuities.

Cause and Consequence:

Our curriculum is rich with opportunities for our children to learn how different events during different periods of time have impacted/influenced the way we and other people live today.

Significance of events/people:

Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, our children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

Similarity/Difference with a periods/situation:

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 our 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. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.

Perspectives and interpretations:

This concept helps our children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth. In this concept, children will be able to develop their skills of historical enquiry, where they will use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.

History - Key Concepts:

Chronology	Continuity and Change between periods	Cause and Consequence	Similarity/Difference with a periods/situation	Significance of events/people	Perspectives and interpretations
<p>When did this period of history take place?</p> <p>Where would I place it on a timeline?</p> <p>What significant events happened before?</p> <p>What significant events happened after?</p> <p>What significant events happened at the same time?</p>	<p>How have things changed overtime?</p> <p>What was the same/different between this period of history and what we learnt about another period?</p> <p>Can I see any patterns?</p> <p>What is the same/different with my own life?</p>	<p>Why did this happen?</p> <p>Why did people act like they did?</p> <p>What was a result of people's actions?</p> <p>What earlier events may have led to this event we are studying?</p> <p>What was the impact of this?</p> <p>Did the impact happen straight away or did they happen a lot longer after the event?</p> <p>What changed in society?</p>	<p>What are the similarities and differences between myself and others? (families, friends, communities and traditions)</p> <p>How was life the same/different for a child in the period of history to my life?</p> <p>How was the life of somebody living in one period of history the same/different to another period of history I have studied?</p>	<p>Why was this person/event significant?</p> <p>What impact did it/they have in history?</p> <p>How have their actions changed the lives of people who came after them? My life?</p> <p>What changes as a result of this event?</p>	<p>Why do we think this about a period of the past?</p> <p>What sources have historians used to make the interpretations?</p> <p>Do all people think the same thing?</p> <p>Do I agree with this opinion/view?</p>