



## Stocksbridge Junior School History Concepts & End Points

*“We are not makers of history. We are made by history.”*

Martin Luther-King Jr

### SJS History - Disciplinary Concepts

<p><b>Concept 1:</b></p>	<p><b>Sources and Evidence:</b> History is about rigorously questioning evidence that has survived from the past like a witness from a crime scene. Historical sources are the main way that we can interact with and understand more about past events. We can explore events that shaped our society and even discover what society was like back then through the personal accounts, belongings or even the remains of the people who lived through it.</p>
<p><b>Concept 2:</b></p>	<p><b>Cause and Consequence:</b> Historians are like detectives: they try to understand what happened in the past and why it happened. This concept addresses who or what influenced events to occur and what the repercussions of those events were.</p>
<p><b>Concept 3:</b></p>	<p><b>Similarity and difference:</b> History is about making observations over different time periods and identifying similarities and differences between different types of people in society. This concept allows us view historical events with a sense of perspective and how it fits into a broader narrative.</p>
<p><b>Concept 4:</b></p>	<p><b>Historical Significance:</b> Historical significance is a decision that modern people make about what is important from our past. We can choose specific events, people, locations and ideas as being particularly important to us. Since significance is a decision that we make, it means that different people can decide that different things are significant.</p>
<p><b>Concept 5:</b></p>	<p><b>Change and Continuity:</b> This concept is about developing an understanding of the idea that some things change while others stay the same. This involves comparing and contrasting periods of history, in particular to their own experiences and lives. As historians, we need to study what things have changed or continued over time and try to explain the reasons for this.</p>
<p><b>Concept 6:</b></p>	<p><b>Interpretation:</b> The way history is viewed is all about interpretations and understanding there are different views about the past. The past does not change, but our understanding of the past does change and not everyone agrees.</p>

## SJS History - Substantive Concepts

<b>Concept 1:</b>	<b>Power (monarchy, government, empire):</b> children will understand that there are reasons for the decline of different empires and explain that there are various reasons for the expansion of different empires.
<b>Concept 2:</b>	<b>Invasion, settlement and migration:</b> children will learn about the diverse experiences of groups coming to Britain over time and explain some of the complex reasons for migrants coming to Britain.
<b>Concept 3:</b>	<b>Civilisation (social and cultural):</b> children will know some of the differences between early and later civilisations.
<b>Concept 4:</b>	<b>Tax and trade:</b> children will be able to explain the development of global trade and understand the trade routes that existed within Britain in the Roman, Anglo-Saxon and Viking times.
<b>Concept 5:</b>	<b>Beliefs:</b> children will be able to identify the impact of beliefs on different societies, as well as explaining the changing roles of women and men in Britain.
<b>Concept 6:</b>	<b>Achievements:</b> children will understand the impact of war on local communities and daily lives. They will learn about the achievements of civilisations and explain why these achievements were so important.

**Disciplinary Concepts:** Disciplinary concepts including historical enquiry focus on history as a discipline. These concepts help pupils contextualise the knowledge by comparing and contrasting historical periods and events; recognising patterns of continuity and change over time and exploring reasons behind historical events including developing pupils understanding of how historians study the past and the skills and sources of evidence used.

**Substantive Concepts:** Substantive (abstract) concepts develop secure chronological knowledge as well as knowledge of broader concepts such as power, invasion, civilisation and society and culture.

## End Points in Learning in the History Curriculum

Year 3 End Points	Year 4 End Points
<ul style="list-style-type: none"> <li>• Pupils can ask perceptive questions, begin to think critically, weigh evidence, sift arguments and develop historical judgements.</li> <li>• Pupils can understand the complexity of people’s lives, the processes of change and the diversity of societies as well as the challenges of their time.</li> <li>• Pupils can identify the key changes in Britain from Stone Age, to Bronze Age, to Iron Age.</li> <li>• Pupils can apply our concepts and make some connections.</li> <li>• Pupils can draw contrasts, analyse trends, frame historical questions and create their own accounts including written narratives and analyses.</li> <li>• Pupils can gain historical perspective and understand connections between local, regional and international history.</li> <li>• Pupils can place the events studied into a chronological framework and gain historical perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask perceptive questions, begin to think critically, weigh evidence, sift arguments and develop historical judgements.</li> <li>• Pupils can understand the complexity of people’s lives, the processes of change and the diversity of societies as well as the challenges of their time.</li> <li>• Pupils can know and understand significant aspects of the history of the wider world and the nature of ancient civilisations (Ancient Egyptians).</li> <li>• Pupils can identify and discuss the Mayans and compare their history to that of other civilisations.</li> <li>• Pupils can apply our concepts and make connections.</li> <li>• Pupils can draw contrasts, analyse trends, frame historical questions and create their own accounts including written narratives and analyses.</li> <li>• Pupils can place the events studied into a chronological framework and gain historical perspective</li> </ul>
Year 5 End Points	Year 6 End Points
<ul style="list-style-type: none"> <li>• Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>• Pupils can know and understand significant aspects of the history of the wider world, such as the expansion and dissolution of.</li> <li>• Pupils can gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, and ‘civilisation’.</li> <li>• Pupils can discuss the impact of the Roman Empire on Britain.</li> <li>• Pupils can identify the key changes in Britain from the Anglo Saxon invasions to the Viking.</li> <li>• Pupils understand our historical concepts and use them to make connections and contrasts.</li> <li>• Pupils can understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</li> <li>• Pupils can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Pupils can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>• Pupils can know and understand significant aspects of the history of the wider world: such as colonisation, technological advancement and the impact of both world wars.</li> <li>• Pupils can understand our historical concepts and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured response to questions.</li> <li>• Pupils can understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Pupils can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Pupils can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>

**At Stocksbridge Junior School, every child is a historian!**