



## Stocksbridge Junior School History Concepts

*"We are not makers of history. We are made by history."*

Martin Luther-King Jr

### SJS History - Disciplinary Concepts

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| <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

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| <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.