Ellison Key History Concepts

At Ellison Primary Academy the children learn through a concept-based curriculum allowing them to learn beyond solely the topic facts. Concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. As part of our conceptual curriculum we involve the use of specific key questions which focus upon factual, conceptual and debatable content. Concepts are returned to throughout the Year Groups to ensure children have a clear understanding of them and enabling them to be held within their long-term memory.

Please find below are a list of concepts that the children at Ellison Primary Academy focus upon in history and our reasoning behind their choice.

Concept	Why learn about this concept?	Year group studied (though may be referred to within other year groups).
Continuity and Change	Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Evidence	Evidence is an important part of historical inquiry and refers to the information that is collected from various sources. It can come in many different forms, from an individual account, letters, photographs, paintings, clothing. Any object from history can be classed as evidence and used then to hypothesis and allow historians to piece together the past. Evidence can be separated into two categories, primary evidence and secondary evidence. (See definitions below).	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Similarity and difference	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 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.	EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Chronology	The chronology of a series of past events is the times at which they happened in the order in which they happened. Learning about the complex concept of chronology is often considered very challenging for	EYFS Year 1 Year 2

	young children, yet this understanding underpins children's developing sense of period, as well as key concepts such as change and causation. It is a challenging concept to teach because of its abstract nature and children's many misconceptions illustrate the difficulties they experience in understanding and using it. Chronology, however, contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.	Year 3 Year 4 Year 5 Year 6
Democracy	**Democracy** is a system of government in which laws, policies, leadership, and major undertakings of a state or other policy are directly or indirectly decided by the "people". The word democracy describes a form of government. The word comes from two Greek words that mean "rule by the people." In a democracy the people have a say in how the government is run. They do this by voting, though there are usually rules about who can vote.	Year 1 Year 2 Year 3
Significance	Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or place. The importance or significance of a person, place or event defines and influences the way that the past is remembered.	Year 1 Year 2 Year 3
Reasoning	We can explain reasoning as a way to make sense of things where facts are established and verified using logic and justification, based upon existing or new information. Historians define historical reasoning as an action which a person organises materials about the past so that they can describe, compare, and/or explain historical people places or events.	Year 2 Year 6
Conflict	Conflict is the process of actual or perceived opposition between individuals or groups. This could be opposition over positions, interests or values. Historians distinguish between non-violent and violent conflict. In this distinction, non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires resolution. Disagreements and conflict can occur in our everyday lives. Our children will learn about the impact and consequences that conflict which goes unresolved has had upon our world, nation and local area.	Year 2 Year 5 Year 6
Interpretation	Historical interpretation is the way people in later times explain people, places and events in history. It has been said that the concept interpretation is the national curriculum's 'jewel in the crown'. When pupils use the concept of 'interpretation' they are thinking and evaluating the historical information they have been presented with. What parts are factual, which are points of view or imagined.	Year 2 Year 4

Perspective	Perspectives are an important part of historical inquiry. Perspectives can be explained as a point of view – a personal explanation of what people believe is going on around them. Points of view of an event, person, place or artefact can differ and will be shaped on an individual's age, gender, beliefs and values. Historians are no different and their 'perspective' is also influenced depending upon their own interpretation and beliefs. As historians it is therefore important that we take into consideration the different values and beliefs that have affected the lives of people in the past.	Year 2 Year 3 Year 4 Year 5
Duration	Duration can be described as 'the time during which something exists or lasts'. In historical terms it refers to a period in history. This may be an event such as World War II or the length of time a monarchy reigned a country. It encompasses everything that happened during this time, no matter how long or short.	Year 3 Year 5
Culture	Examining the concept of culture will open up inquiries into how people deal with the past. It involves the attitudes, beliefs, values and views of a group of people in history. It will allow historians the opportunity to reflect and examine how communities have been influenced by people or events in the past.	Year 3 Year 4 Year 5 Year 6
Invasion and settlement	Invaders are an army or country that uses force to enter and take control of another country. Settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.	Year 3 Year 4
Cause and consequence	Cause and effect can be defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event. It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always. Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict and on some occasion may not be detected until long after the event.	Year 4 Year 5
Empathy	Empathy as a concept helps us to make sense of the influence past events had on people. It also comprises an awareness of the conditions that people faced and inspiration, values and beliefs at this time. It could be described as the capability to 'walk in someone else's shoes' – to have insight into their feelings, thought and experiences. It brings history to life and connects people now matter how many time has passed.	Year 6

Contestability	The concept of contestability refers to accounts of historical events or people that are debatable. Historians may have access to artefacts that are incomplete or have elements missing, or be damaged. As a result, historians draw different conclusions about the evidence. Historians find this to be one of the exciting things about history – it is open to arguments. Often there is no correct answer with historian constantly seeking more to develop their own interpretation of the past.	Year 6