Concepts or big ideas allow children to make connections between their learning and gain a deeper understanding which allows them to make sense of the facts and the world around them. Concepts are revisited throughout Year Groups and topics to ensure the children have a secure understanding of them and so they are built on throughout their primary school journey.

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| **Concept**  | **Why learn about this concept?** | **Year group studied** **(though may be referred** **to within other year** **groups).** |
| Continuity and Change | Continuity refers to things that stay the same and are relatively unchanged overtime. Whereas Change refers to something that is obviously different from what occurred previously.As Historians we need to study what things have changed or continued overtime and try to explain the reasons for these. |  |
| Evidence and Contestability |  |  |
| Similarity and difference | Similarity and difference are based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups across different periods and different cultures. |  |
| Chronology and Duration | Chronology is the understanding of how to chart the passing of time and how some aspects studied happened at similar times. As Historians, children need to establish a chronology of events in order to make connections and see the wider implications. Duration refers to a period in history, which can be an event such as WW2 and encompasses everything that happened during this time. |  |
| Democracy  | A democracy is **a government run by the people**. Each citizen has a vote to say how the government is run. There are two main types of democracies: direct and representative. A direct democracy is one in which every citizen votes on all important decisions. One of the first direct democracies was in Athens, Greece. The other type of democracy is a representative democracy. This is where the people elect representatives to run the government. Another name for this type of democracy is a democratic republic.  |  |
| Significance and Legacy | Significance and Legacy describes something which existed in the past and is considered to be of relative importance or value to British History. This could arise from a historical figure who has shaped what came after them making a huge impact and change to society or a situation/event that has had an effect on things that followed. The importance of these things defines and influences the way in which the past is remembered. |  |
| Reasoning  | Reasoning is way of making sense of events from the past based on existing evidence and information. In history this relates to using known information to describe, compare and explain about historical events, people and places.  |  |
| Conflict  | A conflict is **a** struggle between people which may be physical, or **b**etween conflicting ideas. Non-violent conflict can be useful for social change and transformation where as violent conflict is harmful and requires resolution. Children will learn about the impact and consequences that unresolved conflict has upon our world, nation and local area.  |  |
| Interpretation and Perspective |  |  |
| Culture  | Culture describes the ideas, customs, beliefs, knowledge and achievements of a particular group of people in history. The study of culture recognises that some cultural achievements can influence the course of history. |  |
| Invasion and settlement  |  Invasion and settlement refer to groups of people who invade and/or settle in another country and of the influence which they have on the development of that country. |  |
| Cause and consequence  | Cause and Consequence is the ability identify, examine and analyse the reasons why an event happened and then consider the consequences of the event. In history this is usually thought of in terms of ‘why’ and ‘what’. 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. Sometimes the outcome may not be immediately evident but becomes clearer many years later. |  |