

Subject Specific Concepts and the reasons for our choices

Subject: History

Within our History curriculum, we learn about different types of Knowledge:

- **Substantive Knowledge:** The information about the past in terms of people, events, dates, states of affairs and places.
- **Disciplinary Knowledge:** How historians learn about the past and construct their understanding of it.

Concept	Why learn about this concept?	Year group studied
Disciplinary Concepts		
Chronology	<p>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 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 to 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.</p> <p>Chronology is a Repton key concept because we believe children should understand at what point in the timeline they arrived and what has come before them. Understanding their past and how the past has shaped the present is something that we believe is key for our children. Also important is the understanding that many eras occurred at the same time or overlapped. The curriculum has been planned to allow the children to build their chronological understanding.</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Historical interpretations	<p>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 about, and evaluating, the historical information they have been presented with, analysing which parts are factual, which are points of view and which are imagined.</p> <p>Interpretation is a Repton key concept because we believe children should be taught to use their historical enquiry skills to build their own interpretation of events, to question sources and others opinions and to apply this to their own reasoning.</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Change and Continuity	<p>Historians recognise that over time some things stay the same, while others change. This concept is referred to as change and continuity. Examples of change and continuity 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 a specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.</p> <p>Change and continuity is a Repton key concept because we believe our children should be taught to recognise change as being a key aspect of</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	the past, identifying how this has shaped their present and learning from this when creating their own future - learning from past events to adapt.	
Historical significance	Significance can be defined as anything that has a bearing on a situation. For our children, this could be a person who shaped what came after them, an event that had an effect on things that followed or place that is important in some way. The importance or significance of a person, place or event defines and influences the way that the past is remembered.	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Cause and consequence	Cause and consequence is a relationship in history between an event, a condition, or a decision (the cause) and the events or results that follow it (the consequences). Understanding cause and consequence is a key aspect of historical analysis and helps historians to understand how and why things happened in the past. Every historical event occurred because of a series of events that happened beforehand. Things that directly lead to another event are called 'Causes'. Some causes occurred immediately before the event began, while others existed for several years before they caused the event.	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Sources and Evidence	Enquiry skills allow the children to become historians. Leading historical enquiries involves looking at artefacts primarily and then analysing a range of primary and secondary sources. The enquiry process inspires curiosity and equips children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Enquiry is a Repton key concept because we believe our children should understand how to become historians and that they should be aided to apply the skills of being a historian to follow the process to run historical enquiries from start to finish.	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Substantive Concepts		
Invasion and conflict	Invaders are an army or country that uses force to enter and to take control of another country. Settlers are a person or group of people who arrive, especially from another country, to a new place in order to live there and use the land. 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. Invasion and conflict is a Repton key concept because we believe that our children should develop an understanding of these processes which are still happening in today's world. Our children should be given the opportunity to understand and to discuss what has happened in the past and what has sculpted our world today. They should then be equipped to build themselves their own future.	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Trade	Trade has occurred between people since the beginning of civilisation when people exchanged goods and skills within their community on a local scale. Trade is a Repton key concept because we believe that our children should develop an understanding of this process which is still happening in today's world. Our children should be given the opportunity to understand and to discuss what has happened in the past and what has sculpted our world today. They should then be equipped to build themselves their own future.	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Settlement	Settlement is a Repton key concept because we believe that our children should develop an understanding of this process which is still happening in today's world. Our children should be given the opportunity to understand and to discuss what has happened in the past and what has sculpted our world today. They should then be equipped to build themselves their own future.	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Civilisation	Civilisation is a Repton key concept because we believe that our children should develop an understanding of the stage of human social and cultural development that is considered most advanced. Our children should be given the opportunity to understand and to discuss what has happened in the past and what has sculpted our world today. They should then be equipped to build themselves their own future.	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Monarchy and rulers	Monarchy and rulers, is a Repton key concept because we believe children should be given the opportunity to be inspired by historical and modern day individuals that have changed our world. We believe that our children should be taught to recognise key events and places that have had a significance to the world in which they live today.	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6