

History Big Ideas/Historical Concepts

In studying history as a discipline, pupils will:

- use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Continuity and change

What changed and what continued?

Cause and consequence

How can we explain why things happened in history, how did people make a difference to what happened and what followed as a result of these?

Similarity and difference

What is the extent of similarity and difference between different sorts of people - and between people within the same group? This is important in helping students to appreciate the reality of past lives.

Evidential thinking

How to ask questions, select and evaluate evidence and to make judgments about the past. It can also be a vital way of showing there is often more than one side to a story and that history is multi-perspective. Historical enquiry is all about asking questions about the past that we hope the evidence will help us to answer.

Chronological Understanding

Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. You need to relate the topics you teach to their chronological context.

Knowledge and Interpretation

Interpretation is about understanding there are no right answers but rather different versions of the truth. That primary evidence including oral history is not necessarily objective but depends on why the account was created. Different stories about the same event can both be true depending on the point of view of the narrator.

