

Learn-AT History Curriculum Framework		Big Ideas and Concepts of History					
		Over-arching Concept					
		Fundamentally important idea that events happen in order. This can be a challenging concept for young children to grasp. Chronology is important because the exact order in which events occur helps us understand the cause and the effect of those events, and thereby allow us to step back and view the "big picture" of history - how and why events unfold in the way they do, and how they are related.					
		1	2	3	4	5	6
Church Langton		Continuity and Change	Cause and Effect	Perspectives	Empathetic Understanding	Significance	Contestability
		Historians recognise that over time some things change, and some things stay the same. Examples of continuity and change can be seen across every civilisation and any given period of time. They can be seen in some aspects of everyday life that has continued across centuries or in changes in religious belief that has affected an entire society's culture.	The concept of cause and effect is used by historians to identify the events or developments that have led to particular actions or results. Sometimes the links is clear. Often the link is less obvious or more complicated. Sometimes there are many causes and many effects.	The concept of perspectives is an important part of historical inquiry. A person's perspective is their point of view, the position from which they see and understand events. People will have different perspectives about an event depending on factors such as age, gender, social position, beliefs and values. Historians try to understand the perspectives of people from the past even though they may differ from their own. People from the past will have had different perspective about the same event. Writers and historians also have perspectives that can influence their interpretations of the past.	Empathetic understanding is the ability to understand and appreciate particular events or actions from someone else's point of view. In history, it is about trying to understand the thoughts and feelings of people who lived at different times and in very different cultures. It helps us to understand the impact of past events on individuals or groups and to understand what has motivated them to act in particular ways.	The concept of significance relates to the importance historians assign to aspects of the past, such as: <ul style="list-style-type: none"> • Events • Development and movements • Individuals or groups • Discoveries and historical sites Historians make decisions about what is significant and worth studying. They ask questions about the impact of events, discoveries, movements, individuals and sites on the world, in their own time and later.	The concept of contestability is about interpretations of the past that are the subject of debate among historians. Historians have access to different sources and sometimes study the same sources and reach different conclusions. Often there is no right answer. Technology can help historians reach a more complete understanding of the past.
Key/Threshold Concepts (Service Stations)	Y6	The Shang Dynasty Crime and Punishment	The Shang Dynasty Crime and Punishment	The Shang Dynasty Ancient Greece	The Shang Dynasty Ancient Greece Crime and Punishment	The Shang Dynasty Ancient Greece	The Shang Dynasty Ancient Greece
	Y5	Battle of Britain	Battle of Britain Richard III & Battle of Bosworth The Mayans	Battle of Britain	Battle of Britain The Mayans	Battle of Britain Richard III & Battle of Bosworth	Battle of Britain Richard III & Battle of Bosworth The Mayans
	Y4	How did the Romans change Britain? Anglo Saxons Vikings	How did the Romans change Britain?	How did the Romans change Britain?	How did the Romans change Britain? Vikings	How did the Romans change Britain?	How did the Romans change Britain? Vikings
	Y3	Stone Age Bronze Age Iron Age	Stone Age Bronze Age Iron Age	Stone Age Bronze Age Iron Age	Stone Age Bronze Age Iron Age	Stone Age Bronze Age Iron Age	Stone Age Bronze Age Iron Age
	Y2	The Great Fire of London Significant Women in History.	The Great Fire of London	Changes in recent memory TBA	Changes in recent memory TBA	Significant Women in History. The Great Fire of London	The Great Fire of London
	Y1	Monarchs	Great Explorers Monarchs	Monarchs	Monarchs Local History (Hanbury)	Monarchs Great Explorers Local History (Hanbury)	Great Explorers

	EYFS						
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KS1

Historical Big Ideas and Threshold Concepts

Curriculum designers take account of big ideas and pertinent threshold concepts to plan a coherent, 'spiral' curriculum for history which secures mastery and progression in conceptual understanding and builds knowledge from 'novice' to 'expert'.

Teachers take account of big ideas and related threshold concepts in their planning for history lessons to secure mastery of subject knowledge, year on year and over time.

Disciplinary Knowledge		Six Cs, procedural knowledge and domain specific Skills	Key themes
Know about...	In the context of:	Know how to:	Develop understanding over time of key themes and ideas such as:
Changes within living memory	Internet Technology Food Toys Homes Fashion etc	Six Cs: Provide opportunities for pupils to collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character. Procedural knowledge and domain specific skills: <ul style="list-style-type: none"> • Use words and phrases about the past • Share basic opinions about the past • Put events into chronological order • List differences between their lives and the lives; of people in the past • Use sources to answer simple questions about the past. • Share basic opinions about the past 	<ul style="list-style-type: none"> • Extinction • Ancestry • Empire • Independence • Settlement • Invasion • Rebellion • Revolution • Protest • Tyranny • Democracy • Evidence • Source • Monarchy • Republic • Freedom • Slavery
Significant global and national events beyond living memory	Extinction of the Dinosaurs Fire of London Great Plague Civil War Discovery of America Circumnavigation of the World Victorians – The Education Act Votes for Women WW1 and WW2 Coronation Moon Landing		
Significant people from the past	King John William Caxton Christopher Wren Samuel Pepys Florence Nightingale Mary Seacole Elizabeth Fry Martin Luther King Ghandi Rosa Parks Nelson Mandela Christopher Columbus Queen Victoria Neil Armstrong Tim Berners-Lee		
Significant local events	Civil War Canals Railways Richard III Castles Evacuees Refugees		

KS2

Historical Big Ideas and Threshold Concepts

Curriculum designers take account of big ideas and pertinent threshold concepts to plan a coherent, 'spiral' curriculum for history which secures mastery and progression in conceptual understanding and builds knowledge from 'novice' to 'expert'.

Teachers take account of big ideas and related threshold concepts in their planning for history lessons to secure mastery of subject knowledge, year on year and over time.

Disciplinary Knowledge

Six Cs, procedural knowledge and domain specific Skills

Key Themes

Know about...

In the context of:

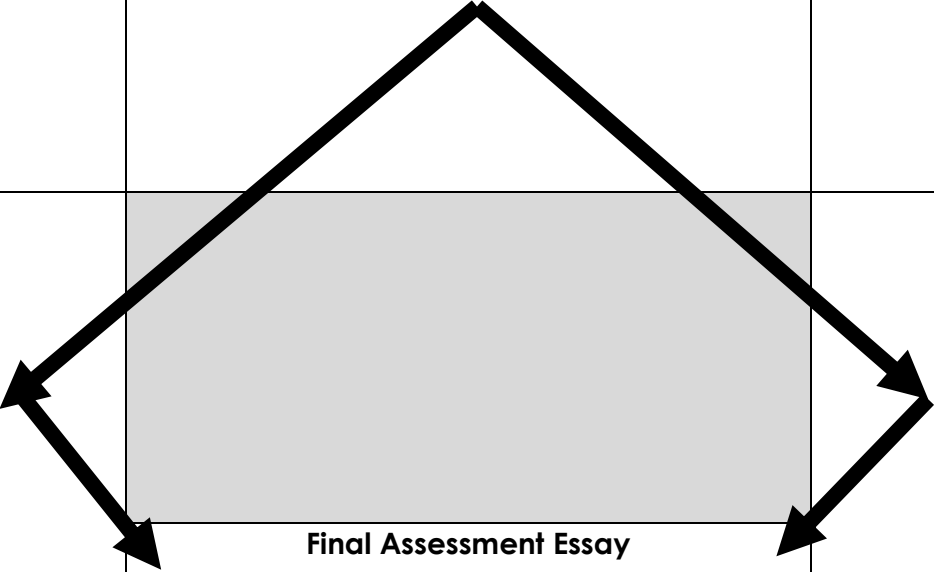
Know how to:

Develop understanding over time of key themes and ideas such as:

<p>Pre-Roman Britain</p> <ul style="list-style-type: none"> Changes in modern Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Six Cs: Provide opportunities for pupils to collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character.</p> <p>Procedural knowledge and domain specific skills:</p>	<ul style="list-style-type: none"> Extinction Ancestry Empire Independence Settlement Invasion Rebellion Revolution Protest Tyranny Democracy Evidence Source Monarchy Republic Freedom Slavery
<p>Roman Britain</p> <ul style="list-style-type: none"> the Roman empire and its impact on Britain 	<ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		
<p>Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<p>Quality of written communication:</p> <ul style="list-style-type: none"> Structure essays and enquiries with mostly relevant information Use dates and terminology 	
<p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: 	<ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	<p>Interpretations</p> <ul style="list-style-type: none"> Identify different interpretations of events in the past Identify how different periods in history have changed or stayed the same over different periods 	
<p>Local History</p> <ul style="list-style-type: none"> an aspect of local history 	<ul style="list-style-type: none"> an in-depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 		
<p>Extended Chronological Study</p> <ul style="list-style-type: none"> an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain 	<p>Historical judgements</p> <ul style="list-style-type: none"> Give a judgement to an enquiry or issue in history State criteria for making these judgements 	
<p>Ancient Civilisation</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one 	<ul style="list-style-type: none"> Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China 	<p>Use of sources</p> <ul style="list-style-type: none"> Select mostly relevant sources to use in their work or argument State facts that can be learnt from a source about an 	

<p>Ancient Greece</p> <ul style="list-style-type: none"> • Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> • Greek Myths • Gods and Goddesses • Democracy 	<p>event or period in history</p>	
<p>Non-European Study</p> <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history 	<ul style="list-style-type: none"> • Early Islamic civilization, including a study of Baghdad c. AD 900; • Mayan civilization c. AD 900; or • Benin (West Africa) c. AD 900-1300 		

History Unit Planning Framework

<p>Learning about:</p> <p>In the context of:</p>	<p>Focussed historical Inquiry question:</p> <p>“ _____ _____ _____ _____ _____?”</p>	<p>Big Historical Idea:</p> <p>Key threshold concept:</p>
<p>Knowledge Organiser</p> <p>Vocabulary</p> <p>Key Facts</p> <p>Retrieval Practice Regular quizzing</p>	 <p>Final Assessment Essay</p>	<p>Skills of historical inquiry</p> <p>Key C's</p>

Big Historical Idea

Understand:

Focused Inquiry Question

“

_____?”

Learning about:

In the context of:

**Knowledge
Organiser**

*Vocabulary
Facts*

**Retrieval Practice
Regular quizzing**

Key C's

Key historical skills

Assessment Essay:

“

_____?”

