

History's Big Ideas (Key Concepts)

There are a number of key concepts which underpin the study of History. Pupils need to understand these concepts in order to deepen and broaden their knowledge and understanding.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

KC1	Chronological Understanding	<ul style="list-style-type: none"> a. Understanding and using appropriately dates, vocabulary, and conventions that describe historical periods and the passing of time. b. Developing a sense of period through describing and analysing the relationships between the characteristic features of periods of societies. c. Building a chronological framework of periods and using this to place new knowledge in its historical context. 	
KC2	Diversity	Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the World.	
KC3	Change and Continuity	Identifying and explaining change and continuity within and across periods of history.	
KC4	Cause and Consequence	Analysing and explaining the reasons for, and results of, historical events, situations and changes.	
KC5	Significance	Considering the significance of events, people and developments in their historical context and in the present day.	
KC6	Historical Enquiry, Using Evidence and Interpretation	HE	<ul style="list-style-type: none"> a. Identify and investigate, individually and as part of a team, specific historical questions or issues making and testing hypothesis. b. Reflect critically on historical questions or issues.
		UE	<ul style="list-style-type: none"> a. Identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment. b. Evaluate the sources used in order to reach reasoned conclusions.
		I	<ul style="list-style-type: none"> a. Understanding how historians and others form interpretations. b. Understanding why historians and others have interpreted events, people and situations in different ways through a range of media. c. Evaluating a range of interpretations of the past to assess their validity.
KC7	Communicating about the Past	<ul style="list-style-type: none"> a. Present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary. b. Communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary. 	