

## Second Order Concepts of History






Taught throughout the history curriculum - investigate and ask questions whilst using historical skills alongside the Golden Thread lens to support understanding.

### Useful Question stems for lessons.

<b>Cause</b>	<p>To understand that events do not just happen and then end. To be know why things happened. To understand that causes develop over time.</p> <p>Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?</p>
<b>Consequence</b>	<p>To explain that an event can cause further issues (consequences), and these can be both good and bad. The ripple effect through time.</p> <p>Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?</p>
<b>Change and Continuity</b>	<p>Understanding how to map time, to confidently grasp the past, present and future. To see that events and changes occurred at similar/different paces and at similar/different times across the world. What happened after...? Can you name the ...? What happened before...? Who was it that...? When...?</p> <p>To be able to explain how the present is different from the past. To develop a nuanced understanding that there are similarities across different time periods to show that some aspects of history continued over time. What differences/similarities exist between...? What do you think happened next? Provide an example to support/ exemplify your point. How did this change...? How quickly/ slowly did this change? How big/small was the change? How can you prove that?</p>
<b>Similarity and Difference</b>	<p>Confidently describing the key features of the past, and communicating how life is different now, and how it was disparate for different countries, cultures and sections of societies.</p> <p>What are the features of...? How would describe...? What happened to...? How can you prove...? What evidence shows...?</p>
<b>Historical Significance</b>	<p>Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance.</p>

<b>Sources and Evidence</b>	<p>To learn how historians use sources as evidence to construct, challenge or test claims about the past. Pupils must learn to use sources to establish evidence for a specific historical question.</p> <p>Useful sentence stems to use: In addition to..., the evidence supports ..., The evidence would suggest otherwise because..., As a result of the evidence... To summarise the evidence..., Overall, the evidence suggests...</p>
<b>Historical Interpretation</b>	<p>Foundation stone to appreciating that the past is in an interpretation of the available evidence from the time. To consider the impact of perspective on interpretation.</p> <p>How might we think differently today? How might someone at that time think about...? How do we know if that is a fact or an opinion? How are the viewpoints different?</p>

Concept Overview

<p><u>Core Historical Concepts</u></p> <p>Each lesson progressively develops children's understanding of these concepts across time.</p>	
<p><b>Invasion</b></p> 	<p>To enter a country or group's land as an enemy, by force, in order to conquer or plunder.</p>
<p><b>Law and Order</b></p> 	<p>A situation characterised by respect for and obedience to the rules of a society.</p>
<p><b>Settlements</b></p> 	<p>A place, typically one which has previously been uninhabited, where people establish a community.</p>
<p><b>Conflict</b></p> 	<p>A) A serious disagreement or argument B) A prolonged armed struggle</p>
<p><b>Progress and Change</b></p> 	<p>Advancement and adaptation through newly acquired knowledge, understanding or technology.</p>
<p><b>Historical Figures</b></p> 	<p>A person who has made an impact in their own time or who has had their significance recognised since.</p>
<p><b>Religion and Beliefs</b></p> 	<p>Religion – a particular system of faith and worship. Beliefs – something one accepts as true or real; a firmly held opinion.</p>

Coverage of Core Historical Concepts

<u>Reception</u>							
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs

<u>Year 1</u>							
	<b>Changes through living memory</b>						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	<b>Events beyond living memory</b>						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs

<u>Year 2</u>							
	<b>Changes through living memory</b>						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs
	<b>Events beyond living memory</b>						
	Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs

<u>Year 3/4</u>							
<b>Invasions</b>							
Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs	
<b>Sir Isaac Newton</b>							
Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs	

<u>Year 5</u>							
<b>World War I and II</b>							
Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs	
<b>Enigma Code</b>							
Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs	

<u>Year 6</u>							
<b>Ancient Greece</b>							
Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs	
<b>Industrial Revolution</b>							
Settlements	Progress and Change	Conflict	Historical Figures	Invasion	Law and Order	Religion and Beliefs	

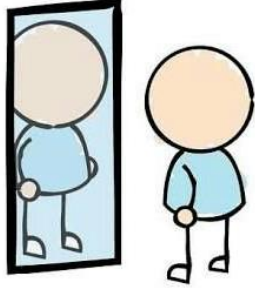
Sentence stems for History

Bold – History Specific Sentence Stems

Opening Statement with evidence	Building/Agreeing	Challenging	Summarising
<ul style="list-style-type: none"> <li>• I know this because... the evidence suggests...</li> <li>• <b>In my view... the evidence shows that...</b></li> <li>• I can show/ prove that...</li> <li>• <b>My opinion is...</b></li> <li>• I believe/think that...</li> <li>• I think that...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I agree with... because...</b></li> <li>• <b>I agree but would like to add...</b></li> <li>• <b>I would like to build on X's point because...</b></li> <li>• <b>I would argue the same because...</b></li> <li>• <b>In addition to...</b></li> <li>• <b>The evidence supports...</b></li> <li>• <b>Furthermore, ...</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I respect your opinion but...</b></li> <li>• <b>I understand your view, however...</b></li> <li>• <b>The evidence would suggest otherwise because...</b></li> <li>• <b>My own view is different because...</b></li> <li>• <b>I disagree with X because...</b></li> <li>• <b>The evidence challenges...</b></li> <li>• <b>The evidence contradicts...</b></li> </ul>	<ul style="list-style-type: none"> <li>• In conclusion...</li> <li>• On balance...</li> <li>• As a result of the evidence...</li> <li>• To summarise the evidence...</li> <li>• Overall, the evidence suggests...</li> <li>• In summary, the evidence shows...</li> </ul>

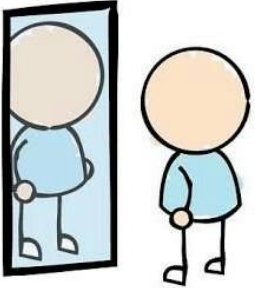
Let's Reflect Cards can be used as a resource to support the children to reflect on their learning and to record links to the golden thread. This can also be used as a retrieval or summarising activity.

Let's Reflect



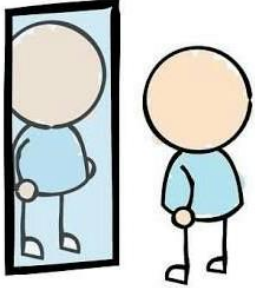
Four horizontal lines for writing.

Let's Reflect



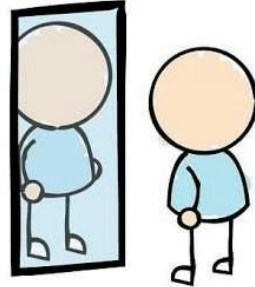
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Let's Reflect



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Let's Reflect



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