

At Lace Hill Academy, the children learn through a concept-based curriculum allowing them to learn beyond solely the topic facts. Concepts allow children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. Our history curriculum is designed so that our children frequently encounter key concepts with meaningful examples, enabling them to be held within their long-term memory. Our key concepts are: **Continuity and change; similarity and difference; chronology; significance; interpretation; cause and consequence.**

Please find below are a list of concepts that the children at Lace Hill Academy focus upon in history and our reasoning behind their choice

Concept	Why learn about this concept?	Year group studied
Continuity and Change	Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change 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 specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.	1
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Similarity and difference	Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.	R
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Chronology	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 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	R
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Significance	Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or place. The importance or significance of a person, place or event defines and influences the way that the past is remembered.	6
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Interpretation	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 and evaluating the historical information they have been presented with. What parts are factual, which are points of view or imagined.	5
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History Curriculum at Lace Hill Academy

Disciplinary Concepts



Cause and consequence	Cause and effect can be defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event. It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always. Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict and on some occasion may not be detected until long after the event.	2 3 4 5 6
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