



# History at St Luke's RC Primary School



## Disciplinary Concepts within the History Curriculum

Disciplinary Concept	Definition
<b>Significance</b>	<p>Someone or something is significant if they are 'sufficiently great or important to be worthy of attention'. However, in history, it is another way that children can understand the purpose and value of understanding the past. As children move through school, it can be a valuable tool in enabling them to compare aspects of the past against the same criteria.</p> <p>A Person/Event is Significant if they:</p> <ul style="list-style-type: none"><li>• Changed people's lives (this can be for the better or worse).</li><li>• Changed events at the time they lived.</li><li>• Had a lasting impact on their country or the world.</li><li>• Had been a really good/bad example to people of how to live and/or behave.</li></ul>
<b>Similarity and Difference</b>	<p>This seemingly simple concept is useful to encourage children to look beyond general assumptions and stereotypes about the past. This can be taught in every year group by comparing the diversity of experience of people being studied. It can also be a concept that is taught to identify how chronologically similar periods of history differed, or were the same. It is an ideal concept to use when children are working with multiple sources.</p>
<b>Cause and Consequence</b>	<p>Cause and Consequence (effect) is vital to understanding the historical narrative that children are taught. It is the focus on the causes of events that happen and then the consequences of them. There can be any number of causes and consequences around a single event that relate to the short or long-term historical period in question.</p>
<b>Continuity and Change</b>	<p>Continuity and change is looking at aspects of history that either remain the same or change over time. It is also a way in which children can be taught trends and turning points over time. It can also be used in shorter depth studies to identify changes that occurred and how it impacted on the lives of the people that lived during this period.</p>
<b>Evidence</b>	<p>The use of evidence is vital for children to understand how we both learn about the past and how to explain and demonstrate our understanding fully. It is also a way in which children can be taught how to evaluate and interrogate source material to identify aspects of the past such as culture and perspective.</p>



## Substantive Concepts within the History Curriculum



Substantive Concept	Definition
<b>Cultural Change</b>	Cultural change occurs when a pattern of behaviour shared by a society or group of people including food, language, clothing, tools, music, art, customs, beliefs or religion alters. This can happen through environmental change, discovery or through innovation.
<b>Empire</b>	A group of territories or peoples under one ruler. Throughout history, countries have wanted to control lands beyond their borders in order to expand their empire, mainly for power or wealth. This practise is called imperialism.
<b>Invasion</b>	The movement of an army or large group of people into a region, usually in a hostile attack that's part of a war or conflict or in an attempt to take control of it.
<b>Migration</b>	Human migration is the movement by people from one place to another, particularly different countries, with the intention of settling temporarily or permanently in the new location. It typically involves movements over long distances and from one country or region to another.
<b>Technological Advancement</b>	The generation of information or the discovery of knowledge that advances the understanding of technology within a specific society or civilisation.
<b>Conflict</b>	A struggle or clash between opposing forces.
<b>Settlement</b>	A settlement is a community of people and a place where people build their homes to live in.
<b>Civilisation</b>	When people are civilised, they live in large well-organized groups like towns, not in small tribes or isolated family groups. However, a civilisation is something more than a town. It is an advanced stage of organisation. That means it has laws, culture, a regular way of getting food and protecting the people. Most civilizations have agriculture, and a system of government like monarchs or elections. They speak a common language, and usually have a religion of some kind.
<b>Kingdom</b>	A piece of land that is ruled by a King or a Queen.
<b>Peasantry</b>	Smallholders and agricultural labourers of low social status