

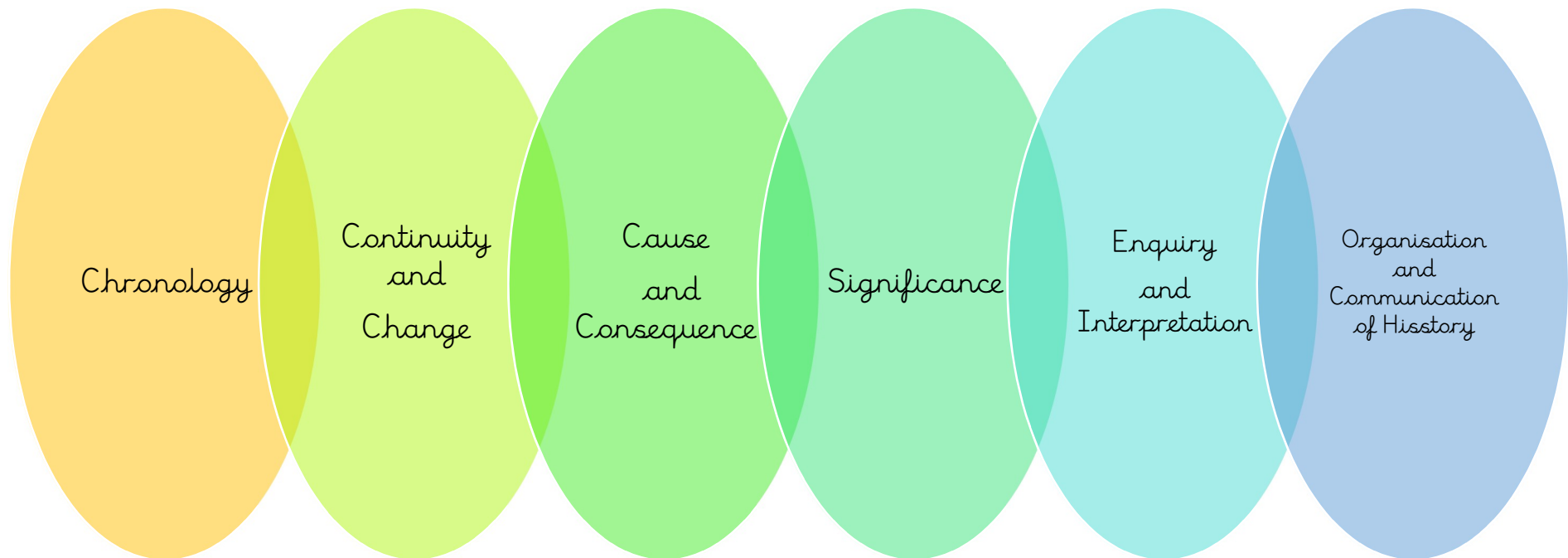


Core Concepts in History at Shap

"You have to know the past to understand the present" - Carl Sagan

Our core concepts in history are the 'big ideas' that lie at the heart of history as a discipline. We want our children not to see history as an accumulation of more and more 'content' and 'facts' so core concepts and threshold concepts provide a lens through which our children can understand the subject and view the past and make links to the present. Whilst these ideas are more commonly known as 'second order concepts' in academic history, we believe that these are the main, 'core', principles that our children need to be able to access and understand history; without these skills they would simply be learning facts and not 'doing' history, meaningfully engaging with people, places, events and communicating how our world today has been shaped through history.

Core concepts are considered 'big' to show their importance to history and give the subject unity and cohesion. These are represented in our milestone assessments to show how children can progress at each stage of their history education. The core concepts in history at Shap are:





Threshold Concepts in History at Shap

In comparison to our core concepts, threshold concepts are like a lens that children view certain elements of their history journey through and allow them to make schematic links to deepen their knowledge and understanding. Threshold concepts are more abstract than the core concepts and can therefore transform children's understanding and appreciation of the subject and their view of the past. Once a child understands the threshold concept, the child has permanently crossed into a more profound understanding, one that empowers them to connect prior and new knowledge in more sophisticated ways (Meyers and Land, 2003). For example, our children will revisit the threshold concept of power and authority in their work in KS1 on monarchs; through to LKS2 where they investigate how the Romans exerted power and authority over the Britons; through to UKS2 where they will interrogate sources to discover the power struggle between Anglo Saxons and Vikings. At each point they will be able to view power and authority in a different way, developing a nuanced and complex understanding of the concept.

The threshold concepts in our history curriculum have been chosen carefully to reflect the particular needs and interests of our children, for example farming has been chosen to signify our local farming community and the backgrounds of many our families. Below are our threshold concepts and some ways in which our children engage with these in their history learning.

Migration and Movement

- Why do people leave their homes for a life somewhere else?
- What are the push and pull factors for any migration?
- How do migrants change their new environment?
- How do people react to migrants?
- Is every migrants' story the same?
- Are all migrants treated equally?

Power and Authority

- Who is in power?
- Why are they in power?
- How is power gained?
- What does power look like?
- Does power change over time?
- Do all people in power act the same way?
- How do people view authority?

Farming

- How has farming changed over time?
- What was farming like in ancient times compared to now?
- Why is farming significant throughout history?
- How has farming affected local communities throughout history?

Religion

- How has religion affected different eras of history (Tudors, Anglo Saxons etc)?
- How did religion affect ancient civilisations?
- How is religion significant to different events or significant people?
- How has religion affected people's lives (medicine, leisure, power)?

Trade

- How did ancient civilisations trade?
- Was trade always a fair practise?
- Why were some goods significant in trade compared to others?
- How did trade help to improve civilisations, empires etc?
- What does trade look like over time and how has it changed?

Leisure

- How have leisure activities changed over time?
- Do all people in society experience leisure in the same way?
- How does power and authority affect leisure time?
- How do we know about leisure activities in the past?