

Disciplinary Concepts:

1. similarity and difference (diversity) 2. change and continuity 3. cause and consequence 4. significance 5. historical interpretation 6. Sources and Evidence Chronology feeds throughout

Substantive Concepts - Power and Empire, Migration and settlement, Technology, Beliefs and Values, Daily Life

History Cycles

		Autumn		Spring		Summer	
EYFS		What makes me special?/ Let's celebrate!	Let's celebrate!	Once upon a time...	A long, long time ago...	How do things grow?	We are explorers!
	Year 1/2	Y1 -	<p>Autumn 1</p> <p>Me and my family (2 or 3 weeks)</p> <p>Disciplinary Concept: similarity and difference</p> <p>1. What is mine and my families timeline?</p> <p>2. How am I the same and different from people in my family?</p> <p>Substantive Concept: Daily Life</p>	<p>Summer 1</p> <p>Kings, Queens and Castles- Local history</p> <p>Disciplinary Concept: Sources and Evidence, Significance</p> <p>Substantive Concept: Power and Empire Beliefs and Values</p> <p>NC: The lives of significant</p>		<p>Transport/ Seasides (3 weeks)</p> <p>Disciplinary Concept: Change and continuity</p> <p>Substantive Concept: Technology Daily Life</p> <p>NC: Changes within living memory</p>	

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		<p>NC:Changes within living memory Significant historical events, people, and places in their own locality</p> <p>Autumn 2 Toys (5 weeks)</p> <p>Disciplinary Concept: Change and Continuity</p> <p>Substantive Concept: Technology Daily Life</p> <p>NC:Changes within living memory</p> <p>How have toys changed over time?</p> <p>1. What are our toys like today? (sources and evidence) 2. What are other people's toys like? (similarity and difference)</p>	<p>individuals in the past who have contributed to national and international achievements</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>What was the role of castles and why are these queens significant?</p> <p>1. What do we know about castles? (sources and evidence) 2. Who lived in a castle? (similarity and difference) 3. What secrets does Conisborough Castle hold? (trip-sources and evidence) 4. Which three Queens are remembered most in</p>	<p>How have seaside holidays changed over the last 100 years?</p> <p>1. How has travel to the seaside changed over time (chronology focus-change and continuity) 2. Who went to the seaside 100 years ago and has that changed today? (similarity and difference) 3. How have seaside holidays changed over 100 years? (change and continuity)</p>
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		<p>3. How do we know these toys are from the past? (change and continuity)</p> <p>4. What were our Grandparent's toys like and how do we know? (change and continuity)</p> <p>5. Who played with these toys a long time ago?</p> <p>6. How have toys changed over time? (change and continuity)</p>	<p>history and why? (significance)</p> <p>5. How was life different when the three Queens ruled? (change and continuity)</p> <p>6. How do we know about the Queens? (sources and evidence)</p>	
Y2-	<p>The Great Fire of London</p> <p>Disciplinary Concept: cause and consequence</p> <p>Substantive Concept: Technology Beliefs and Values</p> <p>NC: Events beyond living memory that are significant nationally or globally</p>	<p><i>Mary Seacole / Florence Nightingale</i></p> <p>Disciplinary Concept: significance</p> <p>Substantive Concept: Power and empire, Beliefs and values</p> <p>NC: The lives of significant individuals in the past who have</p>	<p>Significant People</p> <p>Rosa Parks, Paul Stevenson, Gandhi, Martin Luther King</p> <p>How have people changed society with civil rights?</p> <p>1. What makes someone significant? (significance)</p>	

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		<p>How and why did London change because of the Great Fire?</p> <ol style="list-style-type: none"> 1. How did the fire start? (sources and evidence) 2. What happened during the Great Fire and how do we know? (sources and evidence) 3. Why did the Great Fire burn down so many houses? (historical interpretations) 4. Could more have been done to slow the spread of the fire? (cause and consequence) 5. How did people manage to live through the fire? (cause and consequence) 6. How can we rebuild London after the fire? (cause and consequence) 	<p>contributed to national and international achievements</p> <p>Why were Mary Seacole and Florence Nightingale significant people?</p> <ol style="list-style-type: none"> 1. How do Mary Seacole and Florence Nightingale fit into history? (Chronology) 2. Why did Mary Seacole and Florence Nightingale travel to Crimea? (cause and consequence) 3. How did Florence Nightingale help to improve conditions? (sources and evidence) 4. Why are Florence Nightingale and Mary Seacole remembered 	<ol style="list-style-type: none"> 2. What is civil rights and how is this different around the world? (cause and consequence/similarity and difference) 3. Why do people think Rosa Parks is important to civil rights? (historical interpretation) 4. Who do people think Paul Stevenson is important to civil rights? (historical interpretation) 5. How do different people view Gandhi? (historical interpretation) 6. How have people changed society with civil rights? (cause and consequence, historical interpretation)
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			<p>today? (historical interpretation)</p> <p>5. How do we honour the legacy of Florence Nightingale and Mary Seacole?</p> <p>(significance)</p> <p>6. Why were Mary Seacole and Florence Nightingale significant people?</p> <p>(significane)</p>	
Year 3	A	<p>Stone Age to Iron Age (9 weeks)</p> <p>Disciplinary concepts: change and continuity</p> <p>Substanatice concepts: technology, daily life</p> <p>What changes took place between Stone Age and Iron Age Britain? (Change and Continuity)</p> <p>1. Where do the Stone, Iron and Bronze Age fit into history? (chronology)</p> <p>2. Were Stone Age people simple hunters and gatherers? (sources and evidence)</p>	<p>Overview of Ancient Civilisations</p> <p>Ancient Egypt</p> <p>Disciplinary concepts: significance</p> <p>Substanatice concepts: beliefs and values</p> <p>Why is Ancient Egypt remembered so well?</p> <p>1. When did the first civilisations begin? (chronology)</p>	

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		<p>3. How did Farming change daily life? (change and continuity) 4. What can we learn about Stone Age life from Skara Brae? (sources and evidence) 5. Why did they build Stonehenge? (significance) 6. How did bronze change life in Britain? (change and continuity) 7. How did iron change life in Britain? (change and continuity) 8. Which technological developments were most important? (cause and consequence) 9. What changes took place between the Stone Age and the Iron Age? (change and continuity)</p>	<p>2. How do the first civilisations compare? (similarity and differences) 3. How does Ancient Egypt fit in to history? (chronology) 4. How can we discover what Egypt was like over 5,000 years ago? (source and evidence) 5. Why is Tutankaman's tomb remembered? (significance) 6. Who build the pyramids and what do interpretations say about this? (historical interpretation) 7. What does evidence tell us of daily life in Ancient Egypt? (sources and evidence) 8. What can we learn from the book of the dead? (sources and evidence) 9. Why is Ancient Egypt remembered so well? (significance)</p>
	<p>B</p>	<p>Romans and Roman Britain</p> <p>Disciplinary concepts: cause and consequence</p> <p>Substantive concepts: Power and Empire, Migration and Settlement, Technology</p>	<p>Local History- Coal Mining</p> <p>Disciplinary concepts: similarity and difference</p> <p>Substantive concepts: Power and Empire, Migration and Settlement, Technology</p>

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		<p>NC: the Roman Empire and its impact on Britain</p> <p>What changes did the Roman Empire have on Britain and the world?</p> <ol style="list-style-type: none">1. Where does the Roman Empire fit into history? (chronology)2. How and why did the Roman Empire grow? (cause and consequence)3. How did the Romans and Egypt affect each other? (cause and consequence)4. Why did the Romans invade Britain? (cause and consequence)5. Why did Boudica stand up to the Romans? (cause and consequence)6. How did the Romans control such a huge empire? (cause and consequence)7. How were the Romans and Celts lives different? (similarity and difference)8. What impact did the Romans have on our lives today? (historical significance)	<p>NC: a local history study</p> <p>How did people's experiences differ during the coal mining era in Yorkshire?</p> <ol style="list-style-type: none">1. Why was coal mining significant to Yorkshire? (significance)2. Where and when did coal mining happen? (chronology)3. What was daily life like for a coal miner? (sources and evidence)4. How did coal mining affect different people? (similarity and difference)5. What were the dangers of coal mining?6. What led to the decline of coal mining? (cause and consequence)7. How has Yorkshire changed since the closure of the coal mines? (change and continuity)8. How did people's experiences differ during the coal mining era in Yorkshire? (similarity and differences)
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		9. What changes did the Roman Empire have on Britain and the world? (cause and consequence)		
Year 5/6	A British History	<p>Post Roman Britain- Invasion by the Scots and Anglo-Saxons</p> <p>Disciplinary Concept: Historical Interpretation</p> <p>Substantive Concept: Migration and Settlement, Daily Life, Power and Empire</p> <p>NC: Britain's settlement by Anglo-Saxons and Scots</p> <p>How do historians and others view the 'Anglo-Saxon Period and what impact did the Scots have?</p>	<p>Anglo Saxons and the Vikings</p> <p>Disciplinary Concept: Sources and Evidence</p> <p>Substantive Concept: Power and empire, Migration and settlement</p> <p>NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Battle of Hastings and Beyond</p> <p>How did England change after the Norman Invasion?</p> <p>Disciplinary Concept: change and continuity</p> <p>Substantive Concept: Migration and Settlement, Beliefs, Similarity and Difference</p> <p>NC: a study of an aspect or theme in British history that extends pupils'</p>

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		<p>1. What happened after the Roman's left? (chronology/ cause and consequence)</p> <p>2. How do we know about the Anglo-Saxons and Vikings? (sources and evidence)</p> <p>3. How was Anglo-Saxon England ruled? (similarity and difference)</p> <p>4. Why doesn't everyone agree that Alfred was great? (historical interpretations)</p> <p>5. <i>How did the Anglo-Saxons converting to Christianity change England (change and continuity)</i></p> <p>6. How do historians and others view the 'Anglo-Saxon Period and what impact did the Scots have? (historical interpretations)</p>	<p>How do we know so much about the Anglo-Saxons and the Vikings?</p> <p>1. Where did the Anglo Saxons and the Vikings both fit into history in Britain and in the wider world? (Chronology)</p> <p>2. How do artefacts and objects provide clues about the daily lifes of the Anglo-Saxons and Vikings?</p> <p>3. What can we learn from archaeological discoveries about the settlements and homes of the Anglo-Saxons and Vikings?</p> <p>4. What can we learn about Anglo-Saxons and Viking society from studying grave goods and burial sites?</p> <p>5. Why is the study of ancient coins and</p>	<p>chronological knowledge beyond 1066</p> <p>1. What did the medieval English period look like? (chronology)</p> <p>2. What happened at the Battle of Hastings? (sources and evidence)</p> <p>3. How did England change after the Battle of Hastings? (change and continuity)</p> <p>4. How did people live in medieval England? (similarity and difference)</p> <p>5. How did technology change in the medieval period? (change and continuity)</p> <p>6. How did England change after the Norman Invasion?</p>
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			<p>trade important for understanding the economies of the Anglo-Saxons and the Vikings? 6. How do we know so much about the Anglo-Saxons and Vikings?</p>	
	<p>B - Wider/comparison history</p>	<p>Remembrance- WW2 LH</p> <p>Disciplinary Concept: significance Substantive Concept: daily life, beliefs and values, Power and Empire</p> <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Who should be remembered from the Second World War and why?</p> <p>1. Why is the Second World War remembered? (chronology and significance)</p>	<p>Islamic Civilisation</p> <p>Disciplinary Concept: cause and consequence</p> <p>Substantive Concept:</p> <p>NC: a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Ancient Greece</p> <p>Disciplinary Concept: significance</p> <p>Substantive Concept: Technology, Beliefs and Values, Power and Empire</p> <p>NC: Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>Why are the Ancient Greeks remembered in history?</p> <p>1. How can we know about Ancient Greece from</p>

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		<p>2. Why should soldiers be remembered from World War 2? (significance)</p> <p>3. Were the axis evil and the allies good? (interpretation)</p> <p>4. How did different people fight in World War 2? (similarity and difference)</p> <p>5. Who helped defend Britain and why was this important? (similarity and difference)</p> <p>6. Who should be remembered from the Second World War and why? (significance)</p>	<p>What impact did Early Islamic civilisation have on the world?</p> <p>1. Why should we study Early Islamic Civilisation in schools today? (significance)</p> <p>2. How was the Islamic Civilisation able to spread so far, so quickly? (cause and consequence)</p> <p>3. What can we learn from how Baghdad was set up? (significant)</p> <p>4. What was life like for people in cities like Cordoba and Baghdad? (sources and evidence)</p> <p>5. Which of the Islamic achievements has had most impact today? (significance)</p> <p>6. What impact did Early Islamic civilisation have on</p>	<p>2,500 years ago? (sources and evidence)</p> <p>2. What truth is there in Greek myths? (sources and evidence)</p> <p>3. How do people disagree about the truth of Marathon? (historical interpretations)</p> <p>4. Would you have preferred to live in Athens or Sparta? (significance)</p> <p>5. What impact did the Greeks have on our lives today? (significance, change and continuity)</p> <p>6. Why are Greeks remembered in history? (significance)</p>
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			the world? (cause and consequence)	
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