

HISTORY CURRICULUM

Past and Present Scheme of Work

NB: disciplinary concepts are not explicitly taught

	ALL ABOUT ME	CELEBRATIONS	FARMING
Overarching Enquiry Question	<u>What is my history and how do I know?</u>	<u>How different were Christmas celebrations in the past?</u>	<u>Does the food I eat grow in supermarkets?</u>
Substantive Concepts	Community	society and culture Legacy	Farming community
Disciplinary Concepts	<i>continuity and change similarities and differences(culture/religion)</i>	<i>Continuity and change Significance</i>	<i>Continuity and change similarities and differences (culture)</i>
Breadth	Local: community links	British history: Victorians World: different celebrations	Local: farm link Regional: Dorset farming community
Leads to:	Year 1: Toys	Year 1: Toys	Year 1: castles Year 3: Stone Age

	PEOPLE WHO HELP ME	DINOSAURS	TRADITIONAL TALES
Enquiry Question	<u>How do these people help me?</u> <u>How do I know that this person is from the past?</u>	<u>Why do we still remember Dorset girl Mary Anning?</u>	<u>Is our king the same as the kings and queens in storybooks?</u>
Substantive Concepts	Community Law	Achievements and legacy community	King / Queen (Monarch) community
Disciplinary Concepts	<i>Continuity and change</i>	<i>Significance, similarities and differences (gender/rich/poor)</i>	<i>Significance</i>
Breadth	Local: Community links / school	Regional: Mary Anning from Lyme Regis Dorset	National: British Monarchy
Leads to:	Year 1: explorers /castles Year 2: GFOL	Year 1: Explorers	Year 1: Castles

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YEAR 1	GRANDMA'S TOYS	CASTLES	EXPLORERS
Enquiry Question	How have toys changed since your grandparents were your age? (Changes in living memory)	Why are there castles in my local area? (Significant local places)	Why do historians think we should remember these explorers? (Significant individuals)
Substantive Concepts	Society and culture technology	Settlement, community, invasion king (monarchy)	Achievements and legacy Transport, trade
Disciplinary Concepts	Continuity and change <i>Similarities and differences (gender)</i>	Cause and consequence Change and continuity (castles across periods) <i>Similarities and differences (rich and poor)</i> <i>Historical interpretation (castles in films/books)</i>	Significance <i>Similarities and differences (person)</i> <i>Cause and consequence</i> <i>Historical Interpretation (Columbus statue)</i>
Breadth	British History	Local/Regional History: castle settlements in Dorset/Hampshire British History: castles around Britain	World History: Christopher Columbus / Neil Armstrong / Ibn Battuta British History: Sir Walter Raleigh /Francis Drake
Builds on:	EYFS: Celebrations	EYFS: Kings and queens	EYFS: Mary Anning
Leads on:	Yr2: Transport	Yr 2: GFOL – homes Yr3: Settlements Yr4: Invasion and Settlements, Yr 6 : Crime and punishment (Portchester used as a prison esp. Anglo-Dutch wars GFOL)	ALL: significant person Yr2: Pirates Yr 3: Stone Age

YEAR 2	TRAMS, TRAINS & TRAVEL	GREAT FIRE OF LONDON	PIRATES
Enquiry Question	How has transport changed over time in Bournemouth and Poole? (Local study: living memory/ beyond living memory)	Did the Great Fire of London make the city a better or worse place to live? (Significant events beyond living memory)	Should the people in Poole remember Harry Paye? (Local study: person/beyond living memory)
Substantive Concepts	Transport, trade, inventions, Society and culture, legacy	Legacy, society, governance Monarchy, settlement(city),trade, inventions	Law and order, trade Invasion, monarchy
Disciplinary Concepts	Continuity and change <i>Cause and consequence (railway)</i> <i>Similarities and differences (gender, rich and poor)</i>	Cause and consequence <i>Historical interpretation (painting of GFOL)</i>	Significance <i>Cause and consequence</i> <i>Historical interpretation (legend/story/cross/life on a ship)</i>
Breadth	Local History: Bournemouth railway / trams British History: railway	British History: London	World History: pirates around the world Local History: Poole / Harry Paye
Builds on:	EYFS: All about me (place where you live) Year 1: Toys	EYFS: All about me (homes) Yr1: castles	EYFS: Mary Anning Yr1: Explorers
Leads to:	Yr 6: Crime and punishment: Victorian era	Yr3 /4: civilizations (city) Yr4: Roman Britain: Londinium Yr 5: Ancient Greeks	KS2: All: trade Yr 5: Mary Rose Yr 6: Crime and Punishment

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YEAR 3	CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE		ANCIENT CIVILIZATIONS
Enquiry Question	Nothing really changed from the Stone Age to the Iron Age. Did it? (1)		How did ancient civilizations compare to each other and to Bronze Age Britain?
	What was 'new' about the New Stone Age?	How did the lives of the Stone Age Britons change when the Beaker people arrived in Britain? (Bronze Age)	What was life like for the Celts of Dorset? (Iron Age)
Substantive Concepts	Migration , settlement, farming, inventions, trade, society, culture &beliefs, kingdoms, achievements and legacy		Civilisation, society, settlement, farming Inventions, trade, beliefs, achievements and legacy
Disciplinary Concepts	Continuity and change <i>Significance (Neolithic revolution)</i> <i>Historical interpretation</i>		Similarities and differences <i>Cause and consequence</i>
Breadth	British History: Prehistoric Britain Regional History: Durotriges – Dorset Celtic Tribe / Iron Age forts/ Cheddar man / Amesbury Archer/ Maiden Castle/Stonehenge		World History: Ancient Civilizations: Indus Valley, Sumner, Egyptian, Shang British History: Bronze Age
Builds on:	EYFS: Mary Anning, Community Yr1: exploration		Yr 3: Bronze Age Britain Yr 1: Achievements / legacy
Leads to:	Yr 3: Bronze Age Briton and Ancient Civilizations Y4: Roman Britain Yr 5: Anglo-Saxons		Yr 4: Ancient Egyptians / Romans Yr5: Ancient Greeks Yr6: Early Islamic Civilizations

YEAR 4	ANCIENT EGYPTIANS	ROMAN EMPIRE	ROMAN IMPACT ON BRITAIN
Enquiry Question	What made the Ancient Egyptians a successful civilization?	How did a small village in Italy become an Empire?	How did the Romans change the way people lived, traded and socialised in Britain?
Substantive Concepts	Civilization, settlement, society, monarchy, trade, technology, religion, law, governance	Empire, army, invasions, inventions, settlement, migration, governance	Achievements and legacy, community, migration settlement, trade, society, religion, governance
Disciplinary Concepts	Significance (event and people) <i>Cause and consequence (farming and irrigation)</i> <i>Historical interpretation</i>	Cause and consequence <i>Significance (people)</i>	Continuity and change <i>Similarities and differences</i> <i>Historical interpretation (Boudicca)</i>
Breadth	World History: Ancient Egyptians (in-depth study) British History: Tutankhamun discovery	World History: Roman Empire British History: Roman Invasion Local History: Roman occupation of Maiden Castle / Dorchester.	British History: Romanisation of Britain / Londinium World History: Roman Empire Regional History: Evidence of Roman influence in the South: Rockbourne Villa,
Builds on:	Yr3: Ancient Civilizations	Yr3: Ancient Civilizations Yr 3: Iron Age (Yr3: Rome)	Yr 4 : Roman Empire Yr 3: Iron Age and Celtic Britain Yr 1: Portchester Castle (Roman Fort) Yr 2: Great Fire of London (City Wall)
Leads on:	Yr 4: Roman Civilization	Yr 4: Roman Britain Yr 5: Ancient Greeks , Yr 6: Early Islamic Civilization	Yr 5: Ancient Greeks Yr 5: Anglo-Saxons

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YEAR 5	ANCIENT GREEKS	ANGLO-SAXONS and SCOTS	LOCAL STUDY
Enquiry Question	<u>Who has had the biggest influence our lives: the Ancient Greeks or the Ancient Romans?</u>	<u>Did the settlement of the Anglo-Saxons and Scots make Britain a better or worse place to live? (2)</u>	<u>Why is the Mary Rose more famous than the battle it sank in?</u>
Substantive Concepts	Civilization, society, achievements and legacy, trade, city, governance	Migration, society and culture, settlement, invasion, trade, farming, beliefs, governance	Legacy, invasion, society and culture, monarchy, transport
Disciplinary Concepts	Significance <i>Cause and consequence (Athens/Sparta)</i> <i>Historical interpretation (Herodotus)</i>	Similarities and differences <i>Cause and consequence (Romans leave Britain)</i> <i>Evidence: Sutton Hoo / Lindisfarne Gospels</i>	Significance <i>Cause and consequence</i> <i>Similarities and differences</i> <i>Historical interpretation (Cowdrey engravings)</i>
Breadth	World History: Ancient Greeks	British History: Anglo-Saxons / Scots Regional History: Christchurch / Winchester World History: Angles, Saxons, Scots, Jutes	British History: Tudors Regional: Mary Rose Museum / Battle of Solent / Jacques Francis
Builds on:	Year 4 : Egyptians Year 4: Romans	Yr 4: Roman Britain / Romans Yr 3/4: Settlements	Yr 1 and 2: Local/regional history Yr 2: pirate – life on a ship
Leads to:	Yr 6: Early Islamic Civilization	Yr 6: Vikings Yr6: Crime and Punishment	Yr 6: Crime and Punishment

YEAR 6	VIKINGS	NON-EUROPEAN CIVILIZATION	Post 1066 British Study
Enquiry Question	<u>How did the power struggle between the Anglo-Saxons and the Vikings result in England becoming a unified country?</u>	<u>How did life in the Golden Age of Bagdad compare with life in the ‘Dark Ages’ of Anglo-Saxon England? (3)</u>	<u>Over the last 1000 years in Britain, did the punishment always fit the crime?</u>
Substantive Concepts	Invasion, conflict, monarchy, kingdoms Society, settlement, trade, farming, governance	Empire, trade, inventions, achievements and legacy	Law, society, government, beliefs, transport, legacy, inventions
Disciplinary Concepts	Cause and consequence <i>Continuity and change (Britain)</i> <i>Historical interpretation (Vikings)</i> <i>Similarities and difference</i>	Similarities and differences <i>Significance(achievements)</i> <i>Historical enquiry (own)</i>	Continuity and change <i>Cause and consequence</i> <i>Historical Interpretation (Robin Hood, highwaymen, pirates, Oliver Twist)</i>
Breadth	British History: Medieval Regional History: Alfred the Great, Winchester, World History: Vikings	World History: Early Islamic Civilization British history: Anglo-Saxons	British History: social study across periods Local study: Tolpuddle Martyrs Regional: Magna Carta Salisbury
Builds on:	Yr5: Anglo-Saxons and Scots	Yr 1: Explorers – Ibn Battuta Yr 5: Anglo-Saxons	Yr 1: Normans Yr 2: Pirates Yr 5 : Anglo- Saxons Yr 5: Tudors
Leads to	Norman Conquest KS3	Anglo-Saxons KS3 / World History KS3	Social History KS3

1): History Rocks 2) Mr T Does Primary History 3) Hamilton Trust