

St. Oswald's History Curriculum Map

<u>Disciplinary Concepts developed at St. Oswald's</u>	
Cause and Consequence – The identification and description of reasons for and the results of historical events, situations and changes studied in the past	Handling evidence - Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.
Change and continuity - Understanding how and why change occurs in history, why and how things stay the same and analysing trends across time.	Historical interpretations – The study of historical evidence dating from after and event, period or lifetime of a person, reflecting back on it or them from the perspective of a later time. This includes understanding how historical interpretations have been constructed and suggesting reason why they may differ.
Similarity and difference – The ability to identify and explain similarities within and across time periods and societies studied.	Historical Significance – Understanding and suggesting reasons why events, periods, societies and people may be considered historically significant.

<u>Substantive Concepts developed at St. Oswald's</u>		
Exploration	Community	Communication
Lifestyle	Migration	Democracy
Civilisation	Monarchy	Industry
Religion	Invasion	

These concepts are clearly indicated as a focus for each unit and the enquiry questions have been developed to enhance these key concepts.

EYFS and KS1:

Statutory requirements, themes an over arching enquiry.				
EYFS	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Recall some important narratives, characters and figures from the past encountered in books read in class.	Talk about the lives of the people around them and their roles in society;	
National Curriculum	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally.	Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Significant historical events, people and places in their own locality.

Class 3

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Remember, Remember	Pole to Pole	Come outside	Toys	Minibeasts and insects
Overarching enquiry	How have a changed since I was a baby?	How do we remember events from the past	What can explorers today learn from Ernest Shackleton?		How have toys changed since grandma and grandad were young?	
Substantive Concepts		Community	Exploration		Lifestyle	
Disciplinary Concepts		Historical interpretation	Historical Significance		Similarity and difference	

Cycle B

Theme	My Family	People who help us	Pirates	Traditional Stories	Transport	Amazing Animals
		Who was Mary Seacole?	Could you be a pirate?		How has transport changed since grandma and grandad were young?	
Substantive Concepts		Community	Lifestyle		Lifestyle	
Disciplinary Concepts		Historical Significance	Historical interpretation		Similarity and difference	

Please note: These are likely fields of enquiry for class three but there is an understanding that the children's interest will also be followed and therefore the theme may be adapted to meet the needs of the children.

Class 4

Cycle A

	Autumn	Spring	Summer
Theme	Explorers	Local History	The Seaside
Over-arching enquiry	Who had the biggest impact of space exploration Neil Armstrong or Katherine Johnson?	Our School Why was St. Oswald's RC Primary school built?	Seaside Holidays How have seaside holidays changes since the Victorian Era?
National curriculum objectives		Significant places	
Substantive Concepts	Exploration	Community	Lifestyle
Disciplinary Concepts	Historical Significance	Cause and consequence	Change and continuity

Cycle B

	Accrington PAL's	The Great Fire of London	Learie Constantine
Over-arching enquiry	How do we know that the Accrington PAL's were brave?	How do we know about the Great Fire of London	Why is Learie Constantine significant?
National Curriculum	Significant events		Significant person
Substantive Concepts	Migration	Communication	Migration
Disciplinary Concepts	Handling evidence	Historical interpretation	Sources and evidence

Key Stage 2

	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	The World Wars	Islamic Golden Age	The Trans-Atlantic slave trade	Settlement	The Plague	Invasion
Statutory requirements	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A non-European society that provides contrasts with British history	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Britain's settlement by Anglo-Saxons and Scots	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	The Viking and Anglo-Saxon struggle for the Kingdom of England.
Disciplinary concepts	Sources and evidence	Historical Significance	Cause and	Cause and consequence	Sources and evidence	Similarity and difference
Substantive Concepts and over-arching enquiry Class 5	Migration What was it like to be an evacuee?	Civilisation What did Baghdad do for us?	Industry How was Lancashire's cotton industry linked to the slave trade?	Migration Why did the Anglo Saxons come to Britain?	Lifestyle Why did the plague of 1666 spread so quickly?	Invasion Were the Vikings brutal invaders?
Substantive Concepts and over-arching enquiry Class 6/7	Invasion Who were the Accrington PALs and why are they famous?	Religion Why did Islam grow during the Golden Age?	Migration How did the transatlantic slave trade cause migration?	Monarchy Who was the first king of England?	Lifestyle How did the plague impact the population of Eyam?	Democracy Did the Anglo Saxons and Vikings live harmoniously?

	Cycle C			Cycle D		
	Autumn	Spring	Summer	Autumn		Summer
	Lancashire Mills	Ancient Egypt	The Stone Age	The Romans		Ancient Greece
Statutory requirements	A local history study	A study of the achievements of the earliest civilizations – an overview and a depth study..	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain		Ancient Greece – a study of Greek life and achievements and their influence on the western world.
Disciplinary concepts	Sources and evidence	Historical interpretation	Change and continuity	Historical significance		Historical interpretation
Substantive Concepts and over-arching enquiry Class 5	Industry Who was James Hargreaves and what impact did he have on the Lancashire Cotton Trade?	Monarchy Can a woman be a ruler of Egypt?	Lifestyle Which do you think were the most successful, hunter-gatherer or farmer?	Civilisations What have the Romans done for us?		Religion Who mattered to the Ancient Greeks?
Substantive Concepts and over-arching enquiry Class 6/7	Industry How did the invention of the steam engine impact Lancashire's cotton industry?	Civilisations Who build the pyramids?	Religion Why did people build Stonehenge?	Invasion What were the political issues surrounding the Roman invasion?		Democracy What mattered to the Ancient Greeks?

Concept overviews

EYFS and Key Stage 1

	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Theme	Remember, Remember	Pole to Pole	Toys	People who help us	Pirates	Transport
Substantive Class 3	Community	Exploration	Lifestyle	Community	Lifestyle	Lifestyle
Disciplinary Class 3	Historical Interpretation	Historical Significance	Similarity and Difference	Historical Significance	Historical Interpretation	Similarity and Difference
Theme	Space	Our School	The Seaside	Accrington PALs	The Great Fire of London	
Substantive Class 4	Exploration	Community	Lifestyle	Migration	Communication	
Disciplinary Class 4	Historical Significance	Cause and Consequence	Change and continuity	Handling evidence	Historical interpretation	

Key Stage 2

	Cycle A			Cycle B			Cycle C			Cycle D		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
	The World Wars	The Islamic Golden Age	The trans-Atlantic slave trade	Anglo Saxons and Scots	The Plague	Anglo Saxons and Vikings	Lancashire Mills	Ancient Egypt	Summer Stone Age	The Romans		Summer Ancient Greece
Substantive Class 5	Migration	Civilisation	Industry	Migration	Lifestyle	Invasion	Industry	Monarchy	Lifestyle	Civilisations		Religion
Substantive Class 6/7	Invasion	Religion	Migration	Monarchy	Lifestyle	Democracy	Industry	Civilisations	Religion	Invasion		Democracy
Disciplinary	Source and evidence	Historical Significance	Cause and consequence	Cause and consequence	Sources and evidence	Similarity and difference	Sources and evidence	Historical interpretation	Change and continuity	Historical interpretation		Historical significance