

History Concept Map – Frenchwood Community Primary School

Substantive (First Order) Concepts:

Civilisations	Fairness	Discovery	Rules & Responsibilities	Movement of People
<p>Civilisations</p> <p><i>Disciplinary (Second Order) Concept:</i> Sources and Evidence</p> <p>EYFS: Our Hometown</p> <p>Use different sources to find out about places and describe their features.</p> <p>EYFS Key Learning Research – find out about places. Ask questions, using different sources to find the answers (including books).</p> <p><i>What can I find out about my home town?</i> (Link to KS1: houses, fire station, fire-fighters, bakeries etc)</p> <p><i>Suggested texts and resources:</i></p>	<p>Fairness</p> <p><i>Disciplinary (Second Order) Concept:</i> Historical significance</p> <p>EYFS: People who help us (with fairness), e.g., School Staff, Police</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>EYFS Key Learning Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.</p> <p><i>Suggested texts and resources: Supertato Superworm</i></p>	<p>Discoveries</p> <p><i>Disciplinary (Second Order) Concept:</i> Similarities and difference</p> <p><i>Disciplinary (Second Order) Concept:</i> Historical significance</p> <p>EYFS: Our Treasures</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>EYFS Key Learning Observe – show an interest in significant events and experiences in the lives of others, including friends and family members.</p> <p><i>What special things have we discovered/ found?</i></p>	<p>Rules & Responsibilities</p> <p><i>Disciplinary (Second Order) Concept:</i> Historical significance</p> <p>EYFS: People who help us, e.g., Head teachers/ School Leaders</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>EYFS Key Learning Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.</p> <p><i>Suggested texts and resources:</i></p>	<p>Movement of People</p> <p><i>Disciplinary (Second Order) Concept:</i> Sources and Evidence</p> <p>EYFS: Family History</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>EYFS Key Learning Observe – show an interest in significant events and experiences in the lives of others, including friends and family members.</p> <p><i>How long have my family lived in Preston? Have my family lived in different places? Why did my family move to Preston?</i></p> <p><i>Suggested texts and resources: Moving to England by Floella Benjamin</i></p>
<p><i>Disciplinary (Second Order) Concept:</i> Causes</p> <p>KS1 The Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally (The Great Fire of London)</p> <p>What features of London, a long time ago, might have helped cause The Great Fire of London?</p> <p><i>Suggested texts:</i></p>	<p><i>Disciplinary (Second Order) Concept:</i> Historical significance</p> <p>KS1 Learie Constantine</p> <p>The 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.</p> <p><i>Why was Learie Constantine awarded the 'Trinity Cross'?</i></p> <p><i>Suggested texts/ resources: published unit, PDF, artefact session video</i> https://www.youtube.com/watch?v=vg8U-DMaf5E</p>	<p><i>Disciplinary (Second Order) Concept:</i> Change and Continuity</p> <p>KS1 Our Grandparents' Treasures</p> <p>Changes within living memory</p> <p><i>What did our grandparents cherish as children? What did they find, discover and treasure?</i></p> <p><i>Suggested texts and resources:</i></p>	<p><i>Disciplinary (Second Order) Concept:</i> Historical significance</p> <p>EYFS: People who help us, e.g., Nurses</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><i>How do nurses help us? Why should we wash our hands and keep ourselves clean?</i></p> <p>EYFS Key Learning Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.</p> <p><i>Suggested texts and resources:</i></p>	<p><i>Disciplinary (Second Order) Concept:</i> Historical Interpretations</p> <p>Y3/4 The Vikings</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>What were the Vikings really like?</i></p> <p><i>Why did the Vikings migrate to Britain?</i></p> <p><i>Is it fair to call all Vikings 'brutal invaders'?</i></p> <p><i>Suggested texts and resources: The Chessmen Thief by Barbara Henderson</i></p>
<p><i>Disciplinary (Second Order) Concept:</i> Historical significance</p> <p>KS1 Nursing in the Past</p> <p>The lives of significant individuals in the past who have contributed to national</p>	<p><i>Disciplinary (Second Order) Concept:</i> Sources and Evidence</p> <p>Y3/4 Black & Asian Poppies</p> <p>A study of an aspect or theme in British history that extends pupils' chronological</p>	<p><i>Disciplinary (Second Order) Concept:</i> Causes</p> <p>KS1 Up, Up and Away</p> <p>Events beyond living memory that are significant nationally or globally (The First Flight)</p>	<p><i>Disciplinary (Second Order) Concept:</i> Historical significance</p> <p>KS1 Nursing in the Past</p> <p>The lives of significant individuals in the past who have contributed to national</p>	<p><i>Disciplinary (Second Order) Concept:</i> Sources and Evidence</p> <p>Y3/4 The Lancashire Cotton Industry</p> <p>A local history study</p>

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<p>KS1 Tom Finney, The Invincibles and Preston North End</p> <p>Significant historical events, people and places in their own locality.</p> <p><i>What significant achievements can we celebrate linked to Preston North End?</i></p> <p><i>Suggested texts and resources:</i></p>	<p>knowledge beyond 1066</p> <p><i>Telling untold stories...</i></p> <p><i>How did Black and Asian people, from around the world, help Britain fight in the first World War?</i></p> <p><i>Why did Black people have to keep fighting for equality/fairness?</i></p> <p><i>Suggested texts and resources:</i> <i>Black Poppies by Stephen Bourne</i> <i>Mohinder's War by Bali Rai</i></p>	<p>How did the Wright brothers discover how to fly? How has their discovery changed our lives today?</p> <p><i>Suggested texts</i></p>	<p>and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><i>How did Florence and Mary improve healthcare during and beyond their lifetime?</i></p> <p><i>Suggested texts/ resources: published unit, PDF, artefact session video</i></p>	<p><i>Why was the Lancashire Cotton Industry so important to the people who lived in Lancashire?</i></p> <p><i>Why did the population of Preston grow so much during this period (including the 1850s)?</i></p> <p><i>Suggested texts and resources:</i></p>
<p><i>Sources and Evidence</i></p> <p>Y3/4 Iron Age Hill Forts</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p><u>Iron Age hill forts: tribal kingdoms, farming, art and culture</u></p> <p><i>What can we find out about Iron Age Hill forts?</i></p> <p><i>Suggested texts and resources: BBC Teach resources</i></p>	<p><i>Disciplinary (Second Order) Concept:</i> <i>Sources and Evidence</i></p> <p>Y5/6 The Transatlantic Slave Trade</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>Why was Lancashire/Liverpool involved with the Transatlantic slave trade?</i></p> <p><i>How did the slave trade affect the rights of enslaved people?</i></p> <p><i>Why did the abolition committee start meeting in 1787?</i></p> <p><i>Suggested texts and resources:</i></p>	<p><i>Boudicca</i></p> <p><i>Disciplinary (Second Order) Concept:</i> <i>Sources and Evidence</i></p> <p>Y3/4 The Ribchester Hoard</p> <p>The Roman Empire and its impact on Britain: British resistance, for example, Boudicca.</p> <p><i>What did the young boy's discoveries reveal about life in Roman Ribchester?</i></p> <p><i>What have the various discoveries and excavations revealed about life in Roman Ribchester?</i></p> <p><i>How did the Romans establish and maintain power over Lancashire?</i></p> <p><i>Suggested texts and resources:</i></p> <ul style="list-style-type: none"> <i>Ribchester Museum (and website)</i> <i>LPDS materials</i> 	<p><i>Similarities and difference</i></p> <p>Y5/6 Athens and Sparta</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><i>What values were of importance to the Athenians and Spartans?</i></p> <p><i>How did these values influence their different styles of leadership?</i></p> <p><i>How has Ancient Greece influenced styles of leadership in our country?</i></p> <p><i>Suggested texts and resources:</i></p>	<p><i>Disciplinary (Second Order) Concept:</i> <i>Consequences</i></p> <p>Y3/4 The Partition of India</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066?</p> <p><i>What were the consequences of the removal of British Rule in India?</i></p> <p><i>What led to the forced migration of millions of people?</i></p> <p><i>Were my family and friends affected by The Partition of India?</i></p> <p><i>Suggested texts and resources:</i></p>
<p><i>Disciplinary (Second Order) Concept:</i> <i>Sources and Evidence</i></p> <p>LKS2 Ancient Tombs and Monuments</p> <p>A study of the achievements of the earliest civilizations - a depth study (Ancient Egypt)</p> <p><i>How much did Ancient Sumer, Shang (China) and the Indus Valley Civilisation have in common? (Tombs and monuments)</i></p> <p><i>What can we learn about Ancient Egypt from the</i></p>		<p><i>Disciplinary (Second Order) Concept:</i> <i>Sources and Evidence</i></p> <p>LKS2 Archeology and the Anglo-Saxons</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p><i>What can we learn about the Anglo-Saxons from the discoveries at Sutton Hoo?</i></p> <p><i>Suggested texts and resources:</i></p>		<p><i>Disciplinary (Second Order) Concept:</i> <i>Causes</i></p> <p>Y5/6 Local History: WWII Evacuation</p> <p>A local history study</p> <p><i>What caused the mass migration of children during WWII?</i></p> <p><i>How were Preston and Preston children involved?</i></p> <p><i>(Children vanishing from the school register from 1939 – 1945 etc)</i></p>

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<p><i>discoveries at Tutankhamun's tomb?</i></p> <p><i>Suggested texts and resources: BBC Teach, History Cheat Sheets</i></p>				<p><i>Suggested texts and resources: Goodnight Mister Tom</i></p>
<p>Disciplinary (Second Order) Concept:</p> <p>Significance</p> <p>Y5/6</p> <p>Early Islamic Civilization</p> <p>A non-European society that provides contrasts with British history: Early Islamic Civilization, including a study of Baghdad c. AD 900</p> <p><i>Why was Early Islamic Civilization (Baghdad c. AD 900) so significant?</i></p> <p><i>Suggested texts and resources:</i></p>				