

## HISTORY DISCIPLINARY KNOWLEDGE

Cause and Consequence - CC

Change and Continuity - CHC

Similarity and Difference - SD

Historical Significance - HS

Sources and Evidence - SE

Historical Interpretations - HI

Year Group	Second Order Concepts	Focus
EYFS/ Reception	CC	Elizabeth and King Charles III – consequence of war.
	HS	Bryony Page – local figure Mary Anning – pioneer/female
	CHC	All about me -then and now Comparison of seasons Lifecycles
	SD	Modern v old toys
	SE	Crewe town pictures Artefacts – toys
Year 1	HS	Poppies – why do we wear them? Walter Tull – significant figure – why? Beth Tweddle – Local figure Mary Kingsley – pioneer/female Christopher Columbus Roald Amundsen – how did they change our world?
	CHC	Walter Tull – people’s attitudes How shops have changed – in living memory
	SE	Artefacts - Historic household items Photos of Crewe shops Maps – tracking journeys
	SD	Shops then (grandparents)and now Christopher Columbus v Roald Amundsen v Mary Kingsley
Year 2	HS	George Arthur Roberts – significant figure – why? What was the impact of Crewe train station on the town?
	SD	War posters Trains – now and then Victorian life v modern life
	HI	War posters – propaganda Real life accounts – GFL Royal Portraits – true to life?
	SE	GFL artefacts, Nantwich town walk, Nantwich museum GFL – witness accounts Timeline – Crewe Railway Royal Portraits – true reflection?
	CC	GFL – How? Why? What lessons were learned? Good or bad disaster why?

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		Queen Victoria – greatest achievements – how has this shaped the modern world?
	CHC	How has the system for firefighting changed?
Year 3	CC	Impact of British Royal Family staying in London during WWII. How does a river influence historical continuity? Why is this important? Significance of River Weaver to Nantwich
	SE	Photos/videos – Royal Family/ WWII Books/Artefacts – Stone Age Boy/ stone age tools A street through time Internet research – guided Mapping the four Ancient Civilisations Egyptian Artefacts/Images
	SD	Stone v Bronze v Iron ages: houses, land use, clothes, food, tools River Weaver v River Nile
	HI	Are stone age stories/cartoons historically correct? Dinosaurs? Is our menu historically accurate? How do we know? Howard Carter – can we say his work is historically accurate? How do we know?
	CHC	Stone Age Menu – do we eat similar foods?
	HS	How did the Iron Age change our way of life? Nubian Pharaohs – Impact on Egypt River Weaver/River Nile
	Year 4	HS
CC		Impact of the war on lives – food/rationing Impact of Ancient Greece on Modern day. Pillars of Influence. Impact of the Roman Empire on Britain How and why did the Roman Army expand?
HI		Creating an historically accurate recipe using war time rationed foods. How do we know that these were used at the time? Books? Olympic Games – Different accounts. What is a reliable source? Can you recreate a programme of events? Myths and Legends – effects of storytelling
SD		Modern v Ancient world comparisons Roman life v Modern Day
SE		Which research method are you going to choose and why? Detailed study of Ancient Greece. Roman Soldier Artefacts – pictures/drawings Greek/Roman Artefacts/Primary sources – eye-witness accounts.
CHC		What do we still have/see/use that has Greek influences? How do we still see Roman influences in our country today? Links to Chester/roads/trade. Roman Aqueducts – major impact on living standards.
Year 5	HS	Guy Bailey – leading influence on UK civil rights Boudicca – strong female leader

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		John Bunting – Local Figure Location of Ancient British Kingdoms – reason for locations? Origins of names – ‘wich’ ‘-ex’ Achievements of the Mayan people
	CC	Why was the Bristol Bus Boycott important in the UK civil rights struggle? How did the Battle of Britain become a turning point in the war? What was the impact of the demise of the Roman Empire?
	CHC	How did life change in Britain after the Romans? How did the Mayans sustain their civilisation?
	SD	Anglo-Saxons v Vikings Ancient Mayans v Modern Day
	SE	Maps – Ancient regions, WWII – real life accounts, videos, photographs, books, stories.
	HI	Bayeux Tapestry Mayan temples/artefacts/ancient writings – pictures. Are these reliable sources? How do you know?
Year 6	HS	Ignatius Sancho – Abolition of slave trade Baroness Lawrence – Campaigner for racial justice Queen Elizabeth I – no heir John Blanke – first black portrait Impact of QE I on Great Fire of Nantwich Impact of Queen Victoria’s reign to Crewe
	CC	Ignatius Sancho v Baroness Lawrence – a continuation for justice and the need for changes to attitude. Impact of QEI having no heir.
	SD	World War I v World War II Facts v Interpretations/Opinions Henry VIII v Queen Elizabeth I V Queen Victoria/Prince Albert – roles/influences/events/values/crime/ounishment/achievemts/length of reign 3 main conflicts of the monarchs – reasons, places, duration, outcomes
	CHC	Main conflicts for the Monarchs Crewe town – Victoria’s influences Nantwich Town – QEI support to rebuild
	SE	Independent research project – fact files on QEI, Henry VIII and Queen Victoria. Different accounts – pictures, stories – why might these be biased/historically inaccurate?
HI	Independent research project – fact files on QEI, Henry VIII and Queen Victoria. Different accounts – pictures, stories – why might these be biased/historically inaccurate? Which monarch was the most successful/influential of our time? – class debate. Why? Do we have enough evidence? Is this primary or secondary? Is it biased or historically accurate? Would this help us to answer the question?	