Leighton Academy 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

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| Year Group | Second Order Concepts | Focus |
| EYFS/ Reception | CC  HS | Queen Elizabeth – consequence of war.  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?  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 | Daisy Haywood – Local Figure  Mary Seacole – Nursing pioneer  Which was the most influential pillar from the Ancient Greeks and why?  Impact of Roman Britain.  Ivory Bangle Lady – what does this tell us about Black Roman Britian? |
| 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  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? |