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 | CCHS | Queen Elizabeth – consequence of war.Bryony Page – local figureMary Anning – pioneer/female |
| CHC | All about me -then and nowComparison of seasonsLifecycles |
| SD | Modern v old toys |
| SE | Crewe town picturesArtefacts – toys |
| Year 1 | HS | Poppies – why do we wear them?Walter Tull – significant figure – why?Beth Tweddle – Local figureMary Kingsley – pioneer/femaleChristopher Columbus Roald Amundsen – how did they change our world? |
| CHC | Walter Tull – people’s attitudesHow shops have changed – in living memory |
| SE | Artefacts - Historic household itemsPhotos 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 postersTrains – now and thenVictorian life v modern life |
| HI | War posters – propagandaReal life accounts – GFLRoyal Portraits – true to life? |
| SE | GFL artefacts, Nantwich town walk, Nantwich museumGFL – witness accountsTimeline – Crewe RailwayRoyal 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/WWIIBooks/Artefacts – Stone Age Boy/ stone age toolsA street through timeInternet research – guidedMapping the four Ancient CivilisationsEgyptian Artefacts/Images |
| SD | Stone v Bronze V Iron ages: houses, land use, clothes, food, toolsRiver 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 EgyptRiver Weaver/River Nile |
| Year 4 | HS | Daisy Haywood – Local FigureMary Seacole – Nursing pioneerWhich 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/rationingImpact of Ancient Greece on Modern day. Pillars of Influence.Impact of the Roman Empire on BritainHow 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 comparisonsRoman life v Modern Day |
| SE | Which research method are you going to choose and why? Detailed study of Ancient Greece.Roman Soldier Artefacts – pictures/drawingsGreek/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 rightsBoudicca – strong female leaderJohn Bunting – Local FigureLocation 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 VikingsAncient Mayans v Modern Day |
| SE | Maps – Ancient regions, WWII – real life accounts, videos, photographs, books, stories. |
| HI | Bayeux TapestryMayan temples/artefacts/ancient writings – pictures. Are these reliable sources? How do you know? |
| Year 6 | HS | Ignatius Sancho – Abolition of slave tradeBaroness Lawrence – Campaigner for racial justiceQueen Elizabeth I – no heirJohn Blanke – first black portraitImpact of QE I on Great Fire of NantwichImpact 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 IIFacts v Interpretations/OpinionsHenry VIII v Queen Elizabeth I V Queen Victoria/Prince Albert – roles/influences/events/values/crime/ounishment/achievemts/length of reign3 main conflicts of the monarchs – reasons, places, duration, outcomes |
| CHC | Main conflicts for the MonarchsCrewe town – Victoria’s influencesNantwich 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? |