



History Curriculum at St Charles

ELG: Understanding the World: Past and Present

Talk about the lives of people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

National Curriculum Programme of Study Coverage: Key Stage 1

Pupils should be taught about:	Cycle A	Cycle B
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Toy Story How are our toys different to our grandparents' toys? Lent 2	Seasides Have seaside holidays always been popular? Pentecost 2
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Great Fire of London What happened in the great fire of London, and how do we know? Advent 1	
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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Explorers What do Neil Armstrong and Christopher Columbus have in common? Pentecost 1	Nurturing Nurses Why do we remember Florence Nightingale and Mary Seacole? Advent 1
significant historical events, people and places in their own locality.		Knights and Castles Why does Ashby have a Castle? What would it be like to live there? Lent 1
		Street Detectives How has Measham changed? Lent 2

National Curriculum Programme of Study Coverage: Key Stage 2

Pupils should be taught about:	Cycle A	Cycle B	Cycle C	Cycle D
changes in Britain from the Stone Age to the Iron Age		Stone-Age to Iron-Age What changed from the Stone Age to the Iron Age? Advent 1		
the Roman Empire and its impact on Britain		Romans: What did the Romans ever do for us? Lent 1		
Britain's settlement by Anglo-Saxons and Scots				Invaders and Settlers Why did the Vikings and Anglo-Saxons invade and settle in Britain? Advent 2
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				
a local history study				Tudors: Richard III, Bosworth Who was Richard III and why is he important in our area? Lent 1 Measham How have teapots and bricks shaped our local area? Lent 2
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Leisure and Entertainment How have the ways people in Britain spend their leisure time changed over time? Pentecost 1	Great British Heroes What can we find out about these heroes and what makes them great? Pentecost 1	War through the ages Why do we fight wars? Do they change anything? Lent 1	Victorians How was Britain different after the Industrial Revolution? Pentecost 1
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study			Ancient Egypt What were key aspects of the Ancient Egyptian civilisation? Advent 1	
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greece How does Ancient Greek life affect our lives in Europe today? Advent 1			
a non-European society that provides contrasts with British history –	Mayans Why do <i>you</i> think we study the Mayan Empire in our school? Lent 1		Baghdad What was so special about Baghdad in its Golden Age? Pentecost 1	

Key Substantive and Disciplinary Knowledge

Substantive knowledge – the ‘stuff’ or ‘substance’ - knowledge about the past – This is based on the National Curriculum / Early Years Framework and identified on each unit medium term plans as knowledge goals

Disciplinary knowledge – knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts – shown in the concepts below.

History First Order (substantive) Concepts

First-order concepts can be thought of as the labels we give to the ‘stuff’ of history. They are constructs of the historical discipline given to impose meaning and structure on the past. They are generalisations that label and encompass an often wide range of manifestations and experiences.

These historical ‘first order’ concepts run as strands through our history curriculum and are studied through different historical examples across different units of work

Concept	Definition
Empire	A group of countries ruled over by a single monarch or ruling power a group of countries ruled over by a single monarch or ruling power
Exploration	Searching an unfamiliar area in order to learn about it.
Invasion	Entering a place in order to take over control of it.
Lifestyle	Typical Daily life of a group of people
Religion	Believing in and worshipping of an entity, usually a God or Gods.
Civilisation	A stable community of a group of people with the same language and way of life.
Power and Authority	Power can be forced upon people, while authority usually means accepted and supported power- the power of a government or leader that people agreed to.
Monarchy	A form of government that has a single person known as a monarch at its head.
Democracy and Parliament	Form of rule by a government elected by the people

Second-order Disciplinary concepts

These shape the key questions and order, organise and structure historical knowledge. The 'second-order' or process/ procedural concepts shape the way in which the 'stuff' or 'substance' (substantive knowledge) is understood. The following areas of conceptual understanding build a rich historical understanding of the first order concepts.

Chronology	Arranging events or dates in the order in which they occurred.
Cause	How historians analyse how and why events or states of affairs occurred or emerged.
Consequence	The way historians analyse the consequences of an event or development.
Change and Continuity	Historical analysis of the pace, nature and extent of change or characterisation of a process of change.
Similarity and Difference	Historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.
Historical Significance	How and why historical events, trends and individuals are ascribed historical significance.
Sources and Evidence	How historians use sources as evidence to construct, challenge or test claims about the past.
Historical Interpretations	An understanding of how and why different accounts of the past are constructed.

