

# SPRING HILL HISTORY CURRICULUM- CONCEPT MAP



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Trade</b>	<p><b>Disciplinary (Second Order) Concept: Historical significance</b></p> <p><b>Local Shops</b> ELG: Talk about the lives of the people around them and their roles in society. Which local shops do we have and why do we need shops in Accrington?</p>	<p>Changes within living memory</p> <p><b>Change &amp; Continuity</b></p> <p>How has the way we shop changed over time?</p>		<p><b>Disciplinary (Second Order) Concept:</b></p> <p><b>Change and Continuity</b></p> <p><b>The Industrial Revolution/ The Lancashire Cotton Industry</b></p> <p>A local history study</p> <p><i>What was the impact of the cotton industry on our local area?</i></p>			

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<b>Migration</b>	<p><b>Disciplinary (Second Order) Concept: Change and Continuity</b></p> <p><b>Welcoming People into our Community</b> ELG: Talk about the lives of the people around them and their roles in society.</p> <p>Why might people move from one place to another? How long have my family lived in Accrington/ Lancashire? Have my family lived in different places? Why did my family move to Accrington/ Lancashire? Why is it important to be welcoming? <i>Suggested texts and resources: Moving to England by Floella Benjamin; Welcome by Barroux</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Historical Significance</b></p> <p><u>Ibn Batutta &amp; Neil Armstrong</u></p> <p>Why should we remember Ibn Batutta and Neil Armstrong?</p>	<p>Changes within living memory</p> <p><b>Change &amp; Continuity</b></p> <p>When and why did my family move to Accrington?</p>			<p><b>Disciplinary (Second Order) Concept: Sources and Evidence</b></p> <p>NC: Britain's settlement by Anglo-Saxons and Scots</p> <p>Why did the Anglo-Saxons come to Britain? <i>What can we learn about the discoveries at Sutton Hoo? Did Anglo-Saxons inhabit Accrington?</i></p> <p><b>Disciplinary (Second Order) Concept: Historical Interpretations</b></p> <p>NC: 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? Why did the Vikings migrate to Britain? Is it fair to call all Vikings 'brutal invaders'?</i></p>	<p><b>Disciplinary (Second Order) Concept: Consequences</b></p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (A significant turning point on British history).</p> <p><i>What were some of the consequences of the Partition of India? (The largest forced migration of people that has ever happened, which wasn't because of war or famine.)</i></p> <p><i>Suggested texts and resources: Torn Apart by Swapna Haddow</i></p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Justice & Equality	<p><b>Disciplinary (Second Order) Concept:</b> <b>Historical significance</b> <b>People who help us (stay safe and fair), e.g., School Staff, Police</b> Talk about the lives of the people around them and their roles in society. <b>EYFS Key Learning Communication</b> – talk about key events, in own lives, about family, friends, other people including <b>significant people</b>. Talk about key roles people have in society both in the present and the past.</p> <p><b>Suggested texts and resources:</b> <a href="#">Supertato Superworm</a>; <a href="#">Burglar Bill by Janet &amp; Allan Alberg</a></p>		<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Historical significance</b></p> <p>Why was <a href="#">Learie Constantine</a> awarded the 'Trinity Cross'?</p> <p>Suggested texts/ resources: published unit, PDF, artefact session video <a href="https://www.youtube.com/watch?v=vg8U-DMaf5E">https://www.youtube.com/watch?v=vg8U-DMaf5E</a></p>		<p><b>Disciplinary (Second Order) Concept: Change and Continuity</b></p> <p><b>Crime &amp; Punishments: Minor Misdemeanours in Lancashire over the centuries</b></p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Is there a connection between poverty and crime and punishment?</p> <p>Have our responses to poor people convicted of crime changed over time?</p> <p><b>Suggested texts and resources:</b> LPDS/ Lancashire Archives Resources</p>	<p><b>Disciplinary (Second Order) Concept: Sources and Evidence</b></p> <p><b>Lancaster and the Transatlantic Slave Trade</b></p> <p>A local history <a href="#">study</a></p> <p><i>What was life like for enslaved Africans on board Lancashire slave ships?</i></p> <p><i>Why did the abolition committee start meeting in 1787?</i></p> <p><b>Suggested texts and resources:</b> LPDS/ archives</p>	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Civilisations	<p><b>Disciplinary (Second Order) Concept:</b> <b>Sources and Evidence</b> <b>Our Hometown</b> ELC Use different sources to find out about places and describe their features. <b>EYFS Key Learning Research</b> – find out about places. Ask questions, using different sources to find the answers (including books). <b>Present:</b> <i>What can I find out about my home town?</i> <b>Past:</b> <i>How has our town changed over time?</i></p> <p>(Link to KS1: houses, fire station, fire-fighters, bakeries etc)</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p><b>Causes</b></p> <p><a href="#">The Great Fire of London</a></p> <p>What features of London, a long time ago, might have helped cause The Great Fire of London?</p>		<p><b>Sources and Evidence</b> <b>Childhood in Pre-history</b> NC: Changes in Britain from the Stone Age to the Iron Age</p> <p><i>What was life like for children in pre-history (from hunter gatherer to settled farmer)?</i></p> <p><i>What do evidence and sources reveal about life in the Bronze and Iron Age?</i></p> <p><b>Suggested texts and resources:</b> BBC Teach resources (<a href="#">link</a> Short Story) Story: <i>Stone Arrows</i> by Elizabeth Barber</p>	<p><b>Disciplinary (Second Order) Concept: Sources and Evidence</b></p> <p><b>Ancient Civilisations</b></p> <p>NC: A study of the achievements of the earliest civilizations - a depth study (Ancient Egypt)</p> <p>How much did Ancient Sumer, Shang (China) and the Indus Valley Civilisation have in common? (Tombs and monuments)</p> <p><i>What can we learn about Ancient Egypt from the discoveries at <a href="#">Nefertari's tomb</a>?</i></p> <p><b>Suggested texts and resources:</b> BBC Teach; <i>History Cheat Sheets</i>; The tomb of <a href="#">Nefertari</a> VR 360 video <a href="https://www.youtube.com/watch?v=PFJicMzmMzQ">https://www.youtube.com/watch?v=PFJicMzmMzQ</a></p>		<p><b>Disciplinary (Second Order) Concept: Significance</b></p> <p>NC: A non-European society that provides contrasts with British history: Early Islamic civilization, including a study of Baghdad c. AD 900</p> <p><i>How significant was the ancient city of Baghdad?</i></p> <p>Novel: The Golden Horsemen of Baghdad</p>

# SPRING HILL HISTORY CURRICULUM- CONCEPT MAP



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Leadership	<p><b>Disciplinary (Second Order) Concept:</b> <i>Historical significance</i></p> <p><b>People who help us</b> e.g., Special People (role-models), Head teachers and School Leaders</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><b>EYFS Key Learning</b> <b>Communication</b> – talk about key events, in own lives, about family, friends, other people including <b>significant people</b>. Talk about key roles people have in society both in the present and the past.</p> <p><b>Who is special to me? Who has been a really good example/ role model to me? Who has made my childhood better?</b></p> <p><b>How does our headteacher help us in school/ make school better?</b></p> <p><b>Remembering Our leaders:</b> How did _____ improve our grandparents and great grandparents lives?</p> <p><i>Suggested texts and resources:</i></p> <ul style="list-style-type: none"> <li>Family history books</li> </ul>		<p>Significant historical events, people and places in their own locality.</p> <p><b>Historical Significance</b></p> <p><u>The Accrington Pals</u></p> <p>Why do we remember Basil Arthur Horsfall and the Accrington Pals?</p> <p>Why was Basil Arthur Horsfall <u>awarded</u> the Victoria Cross?</p>		<p><b>Disciplinary (Second Order) Concept:</b> <i>Consequences</i></p> <p><b>Boudicca</b></p> <p><b>NC: The Roman Empire and its impact on Britain: British resistance, for example, Boudicca.</b></p> <p>What were the consequences of Boudica's resistance to the Romans?</p> <p>Why is she still honoured (by a statue in London) today?</p> <p><b>Lesson 1 Artefact session:</b> Boudicca's statue in London. What kind of person was she? Why would people honour a person in this way?</p> <p>KL: Recognise how sources of evidence are used to make historical claims. Ask questions such as, "What might this tell us <u>about...</u>?"</p>		<p><b>Disciplinary (Second Order) Concept:</b> <i>Similarities and difference</i></p> <p><b>Ancient Greece: Athens and Sparta</b></p> <p><b>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p>What values were of importance to the Athenians and Spartans?</p> <p>How did these values influence their different styles of leadership?</p> <p>How has Ancient Greece influenced styles of leadership in our country?</p> <p><b>Athenian Artefact Lesson – Ancient Greek Water Clock (See PDF PPT)</b></p> <p>KL: Recognise how sources of evidence are used to make historical claims.</p> <p>Ask questions such as, "What might this tell us <u>about...</u>?"</p>

# SPRING HILL HISTORY CURRICULUM- EYFS



## AUTUMN

What can I find out about how Accrington used to be and what it is like now?

### Lesson 1

To know I live in Accrington and to name some places near where I live.

### Lesson 2

To know how Accrington looked in the past.

### Lesson 3

To say what has changed about Accrington.

### Lesson 4

To know what it was like to travel around Accrington in the past.

### Lesson 5

Visitor session- To hear first hand what Accrington used to be like in the past.

## SPRING

Special People and how they help us

### Lesson 1

Who is special to me?

### Lesson 2

To know how special people have helped me when I was younger.

### Lesson 3

To know that there are special people who help us now (teachers, headteachers)

### Lesson 4

How does our headteacher/Assistant Headteacher make our school better? (lesson to invite an adult into class)

### Lesson 5

To know who helped improve our grandparents lives (invite 2 grandparents/parents in to class to share experience)

## SUMMER

People who help us

### Lesson 1

Who helps us when we are not feeling well?

### Lesson 2

To know how firefighters can help us.

### Lesson 3

To know how police help us.

### Lesson 4

What do vets do and who do they help?

### Lesson 5

Have the 'people who help us' changed over time?

# SPRING HILL HISTORY CURRICULUM- YEAR 1



## AUTUMN

How has the way we shop changed over time?

### Lesson 1

To look at how we shop today.  
To look at how we shopped in the past.

### Lesson 2

To visit a shop to find out how we shop today.

### Lesson 3

To compare the similarities and difference between how we shop – past and present.

### Lesson 3

How has Accrington high street changed over time?

### Lesson 4

To know how we paid for goods in the past and how we do this now.

### Lesson 5

To show how shopping has changed over time.

## SPRING

Why should we remember Ibn Battuta and Neill Armstrong?

### Lesson 1

To know who Ibn Battuta was and what he did.

### Lesson 2

How (artefacts/sources) and why do we remember Ibn Battuta?

### Lesson 3

To know who Neil Armstrong was and what he did.

### Lesson 4

What was Ibn's and Neil's main achievements?

### Lesson 5

To use simple stories to explain why it is important we remember Ibn Battuta and Neil Armstrong.

## SUMMER

What features of London a long time ago might have caused the Great Fire of London?

### Lesson 1

To know where, when and why the Great Fire of London (GFOL) started and why it was a significant event in history

### Lesson 2

To know why GFOL spread quickly and what the King (Charles II) did.

### Lesson 3

To order and describe the events of the GFOL.

### Lesson 4

To know of a famous eyewitness to the event (Samuel Pepys)

### Lesson 5

To know the effects the fire had on people's lives

# SPRING HILL HISTORY CURRICULUM- YEAR 2



## AUTUMN

Why do we remember Basil Arthur Horsefall and the Accrington Pals?

### Lesson 1

What is the Victoria Cross and why was it awarded? (artefact discovery lesson to provoke historical thinking)

### Lesson 2

To know who Basil Arthur Horsefall was, what he did and why he was awarded the Victoria Cross.

### Lesson 3

To know who the Accrington Pals Were and what they did.

### Lesson 4

To know the impact of the Battle of the Somme on the Accrington Pals and the community in Accrington.

### Lesson 5

Why was Basil Arthur Horsefall awarded the Victoria Cross- written outcome (based on The Times Tribute paper article).

## SPRING

When and why did my family move to Accrington?

### Lesson 1

Why do people (and animals) move from one place to another? (EYFS/KS1 recap)

### Lesson 2

Why did people move to Accrington during the Industrial Revolution? (Cotton & Coal)

### Lesson 3

Why did people in the local community move to Accrington? (Inc. teacher, staff)

### Lesson 4

When and Why did my family move to Accrington?

### Lesson 5

How can we share our migration stories with others? (Family History Museum)

## SUMMER

Why was Learie Constantine awarded the Trinity Cross?

### Lesson 1

What is significance and how does a person become significant?

### Lesson 2

To know what the Trinity Cross was (ask and answer questions about the past using a range of sources)

### Lesson 3

Who was Learie Constantine and what is he remembered for?

### Lesson 4

To place events (or objects relating to Constantine) in order using to show the passing of time.

### Lesson 5

How did Learie Constantine adjust to life in Lancashire/ England?

### Lesson 6

To know that Constantine change events at the time he lived and the lasting impact he has had.

# SPRING HILL HISTORY CURRICULUM- YEAR 3



## AUTUMN

What was life like for children in the Stone Age?

### Lesson 1

To know what the caves of the Lascaux region tell us about the Stone Age .

### Lesson 2

To know what tools and weapons children used in the Stone Age. (what did they use them for? Did every age group use the same tools?)

### Lesson 3

How did Normadic people live and what did they eat?

### Lesson 4

What is Skara Brae, how have we found out about it and what does this tell us about the Stone Age?

### Lesson 5

To know how the Stone age period changed and to place events on a timeline.

## SPRING

What do evidence and sources reveal about life in the Bronze and Iron Age?

### Lesson 1

To know the importance of Amesbury Archer

### Lesson 2

To know what Stonehenge represents and how it links to this time period

### Lesson 3

To know how the development of the uses of bronze helped with trade and new settlements

### Lesson 4

To know other developments of the Bronze and Iron Age period (wheel, irrigation, writing, sailboats)

### Lesson 5

To know this time period began at different times across the world and the differences between the developments

## SUMMER

What was the impact of the cotton industry on our local area?

### Lesson 1

Where do our clothes com from? Where did they come from in the past?

### Lesson 2

To know the significance of Lancashire Cotton industry for the people of Lancashire.

### Lesson 3

Timeline: Identify where people and events fit into a chronological framework (The rise and fall of the cotton industry in Lancashire).

### Lesson 4

To know what was life like for the cotton workers.

### Lesson 5

How did the 1862 cotton famine affect the people of Lancashire?

### Lesson 6

Did the cotton grow here? Where did it come from? Who was involved? What was their life life? (brief introduction/ link to the Y5 slave trade unit)

# SPRING HILL HISTORY CURRICULUM- YEAR 4



## AUTUMN

Has there been, and is there still, a connection between poverty and crime?

### Lesson 1

Artefact session: To know about the Penal Treadmill at Preston Jail.

### Lesson 2

To know what we mean by 'crime' and 'punishment'? Examine the song 'One Step Ahead' from Aladdin. Why did Aladdin steal food? Why might people in poverty commit 'minor misdemeanours'?

### Lesson 3

How and why have punishments changed over time? (Timeline activity: Lancashire Minor Misdemeanours activity. (LPDS resource))

### Lesson 4

How and why have punishments changed over time? (Mary Hindle case study - Link to the cotton industry unit in Y3)

### Lesson 5

To know how and why have punishments changed over time? ('A Football Club Break-in' case study)

### Lesson 6

Have attitudes towards crime, punishment and poverty changed over time? (Examine charities such as 'DePaul' (watch Joe's video) and 'Shelter'. )

## SPRING

What can we learn about ancient civilisations from tombs and monuments?

### Lesson 1

What can tombs, monuments and buildings teach us about life in ancient civilisations?

### Lesson 2

What imagery can we observe within Nefertari's tomb? What questions do we have?

### Lesson 3

What does Nefertari's tomb reveal about Ancient Egyptian writing?

### Lesson 4

What does Nefertari's tomb reveal about Ancient Egyptian beliefs?

### Lesson 5

Why did Ancient Egyptians build pyramids?

### Lesson 6

Communicating findings: What have we learnt about tombs and monuments within Ancient Civilisations?

## SUMMER

What were the consequences of Boudicca's resistance to the Romans?

### Lesson 1

Artefact session: Bronze statue. What kind of person was this? What might have happened to them? Why might a person be honoured in this way?

### Lesson 2

How do historians know what Boudicca looked like? How do written sources describe her?

### Lesson 3

To know why Boudicca rebelled against the Romans.

### Lesson 4

What were the consequences of Boudicca's rebellion?

### Lesson 5

To use historical sources and share opinions about Boudicca.

(What impression of Boudicca do we get from this song) (and lyrics)? Horrible Histories - Boudicca: [https://www.youtube.com/watch?v=mJOUB\\_\\_I9j4](https://www.youtube.com/watch?v=mJOUB__I9j4)

### Lesson 6

Why do we remember Boudicca's resistance to the Romans?



# SPRING HILL HISTORY CURRICULUM- YEAR 5



## AUTUMN

### What can we learn about the Anglo-Saxons from our research?

#### Lesson 1

To use evidence (Sutton Hoo burial mound pictures) to form an initial hypotheses about the discoveries at Sutton Hoo.

#### Lesson 2

To use further evidence (objects within the mound) to develop a refined hypotheses about the discoveries at Sutton Hoo.

#### Lesson 3

To use further evidence to consider who might have been buried at Sutton Hoo. (4 profiles of people and chn to decide who it could've been)

#### Lesson 4

To know why the Anglo Saxons came to Britain.

#### Lesson 5

To know if the Anglo Saxons settled in ancient Accrington.

#### Lesson 6

Present answers to historical questions: What have we learnt about the Anglo Saxons from our research?

## SPRING

### Is it fair to call all Vikings 'brutal invaders'?

#### Lesson 1

What can you tell about the Vikings from an artefact? (Lewis chess men)

#### Lesson 2

Longboat enquiry: To recognise how sources of evidence are used to make historical claims.

#### Lesson 3

Timeline session: To sequence events and periods using appropriate terms. Identify where periods fit. Romans to Vikings VAK timeline.

#### Lesson 4

Why did some Vikings come to Britain (Peaceable Farmers - BBC Teach Animation)

#### Lesson 5

Why did some Vikings come to Britain (Raiders - Lindisfarne)?

#### Lesson 6

Present answers to historical questions: Is it fair to call all Vikings 'brutal invaders'?

## SUMMER

### What was life like for the enslaved Africans and why was this slavery abolished?

#### Lesson 1

Why was the diagram of the Brookes slave ship commissioned? What impact did it have?

#### Lesson 2

What was the Transatlantic Slave Trade? Were Lancashire and Great Britain involved?

#### Lesson 3

Timeline: Identify where people and events fit into a chronological framework (Slave Trade Timeline)

#### Lesson 4

What does the package book of the ship 'Hope' tell us about the Transatlantic slave trade?

#### Lesson 5

What do slave ship 'L'Aurore' and the poem 'The Ship They Call the Zong' tell us about the Transatlantic slave trade?

#### Lesson 6

Present answers to historical questions: What was life like for the enslaved Africans and why was this slavery abolished?

# SPRING HILL HISTORY CURRICULUM- YEAR 6



## AUTUMN

### What can we learn from the values and leadership styles of ancient Athens and Sparta?

#### Lesson 1

What can we learn about an ancient civilisation from an illustration? (The Water clock)

#### Lesson 2

To know what values were of importance to the ancient Athenians.

#### Lesson 3

How did Athenian values influence their style of leadership and way of life?

#### Lesson 4

To know what values were of importance to ancient Sparta.

#### Lesson 5

How did Spartan values influence their style of leadership and way of life?

#### Lesson 6

What can we learn from the values and leadership styles of ancient Athens and Sparta?

## SPRING

### How significant was the ancient city of Baghdad?

#### Lesson 1

What can we learn about an ancient civilisation from an illustration? (The Elephant clock)

#### Lesson 2

Where was the round city of Baghdad and what was it like? What natural feature was key to Baghdad's success? (The Tigris River)

#### Lesson 3

What was the significance of Baghdad as a centre of imports and exports?

#### Lesson 4

What was the significance of Baghdad as a centre of learning and scholarship?

#### Lesson 5

What brought an end to the Early Islamic Civilisation in Baghdad? Timeline activity: Sequence events and periods using appropriate terms

#### Lesson 6

Present answers to historical questions: How significant was the ancient city of Baghdad?

## SUMMER

### What were some of the consequences of the Partition of India?

#### Lesson 1

How can an ancient artefact teach us about the past? (The Mohenjo Daro Necklace)

#### Lesson 2

What can we infer about the Partition of India from photographs taken at the time?

#### Lesson 3

Why did the Partition of India happen?

#### Lesson 4

Describe the results of historical events, situations and changes. What was it like to live through the Partition of India?

#### Lesson 5

Describe the results of historical events, situations and changes. What was it like to live through the Partition of India?

#### Lesson 6

Present answers to historical questions: What were some of the consequences of the Partition of India?