

History overview of content and skills across the school

Substantive: Leadership, Migration, Childhood, Civilisations, Justice and Equality.

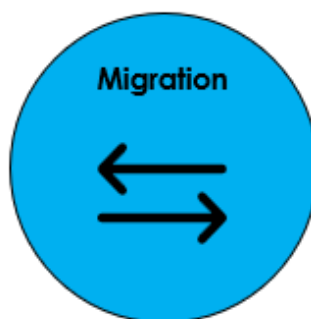
Disciplinary: Cause, consequence, change and continuity, similarity and difference, historical significance, sources and evidence and historical interpretations

Substantive and Disciplinary Knowledge in St Veronica's History Curriculum

Our history curriculum is aimed at giving all pupils the skills and knowledge to become confident historians. We want children to ask questions and to be able to make connections through other subjects. They will learn about the events of the past and what changes have come from this. We aim to make sure there are memorable experiences linked with each topic of work helping children to both enjoy what they are learning about and to help retain knowledge. By developing their historical knowledge and skills, the children will become more confident within critical thinking and forming their own opinions based on evidence and interpretation.

In order for children to develop the skills of a historian, they need to use both substantive and disciplinary knowledge. Substantive knowledge focuses on the development of abstract concepts which occur frequently throughout the teaching of History. Within our History curriculum, we have sequenced our learning to support our children to develop their understanding of these concepts within a range of different contexts. Disciplinary knowledge is how we make use of the facts that are learned through enquiry and interpretation. For disciplinary knowledge in History, we focus on the following skills: cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence and historical interpretations.

Our Key Concepts:



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Great Fire of London <i>Enquiry: What cause the Great Fire of London?</i> Disciplinary concept: Cause and Consequence		Family History <i>Enquiry: How have I changed over time?</i> Disciplinary concept: Sources and evidence	Explorers <i>Enquiry: What makes Christopher Columbus and Neil Armstrong explorers?</i> Disciplinary concept: Historical significance	
Year 2	Helmshore Past and Present <i>Enquiry: Would you have preferred to go to school now or in the past?</i> Disciplinary concept: similarity and difference		Pirates: Grace O'Malley <i>Enquiry: Should we call Grace O'Malley a pirate?</i> Disciplinary concept: Historical significance		Black History: Learie Constantine <i>Enquiry: Why was Learie Constantine awarded the Trinity Cross?</i> Disciplinary concept: Historical significance	
Year 3	Local History <i>Enquiry: What was life like in Helmshore during the Victorian Era?</i> Disciplinary concept: Historical significance		Stone Age <i>Enquiry: What was life like for children in prehistory?</i> Disciplinary concept: Sources and evidence.		The Romans Focus on Boudicca <i>Enquiry: Was Boudicca a hero or a villain?</i> Disciplinary concept: Cause and consequence.	

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Year 4		Local History: The Cotton Industry <i>Enquiry: How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond?</i> Disciplinary concept: Historical significance		Ancient Egypt <i>Enquiry: Why was the River Nile important to Egyptian Life?</i> Disciplinary concept: sources and evidence		Tudors <i>Enquiry: Why were the Tudors so important to Britain?</i> Disciplinary concept: change and continuity
Year 5	World War II <i>Enquiry: What was life like for Evacuees in Britain during WWII?</i> Disciplinary concept: Sources and evidence		Anglo-Saxons <i>Enquiry: What can we find out about the Anglo-Saxons from Sutton Hoo?</i> Disciplinary concept: Sources and evidence			Ancient Greece <i>Enquiry: What was the difference between Athens and Sparta?</i> Disciplinary concept: Similarities and differences
Year 6	Vikings <i>Enquiry: Were Vikings really brutal invaders?</i> Disciplinary concept: Historical interpretations		Ancient Maya <i>Enquiry: Who were the Mayans AD900 and why were they significant?</i> Disciplinary Concept: Similarity and difference		Slavery <i>Enquiry: What was the Transatlantic slave trade?</i> Disciplinary concept: Change and Continuity	