

History Concepts Map

NURSERY						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	It's Good to be Me	Come and Celebrate	Healthy Me	Our Wild World	Once Upon a Time...	On an Adventure
Past and Present Enquiry Theme	Personal History-when I was a baby	Old and New toys	What can I do now that I couldn't do before?	Life cycle of a butterfly	My favourite stories	Places we've been on holiday
Substantive Concepts	Society <i>(Community)</i>	Leisure and Entertainment <i>(Recreation and play)</i>	--	--	--	Leisure and Entertainment <i>(Holidays and travel)</i>
Disciplinary Concepts	Significance	Similarity and difference	Cause and consequence	Continuity and change	Interpretations	Sources and evidence
RECEPTION						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	It's Good to be Me	Come and Celebrate	Healthy Me	Our Wild World	Once Upon a Time...	On an Adventure
Past and Present Enquiry Theme	Personal History – When I was in Nursery	The Christmas Story – Christmas in the past	Talk about the lives of people around us and their roles in society	Animal life cycles	Stories our parents and grandparents heard	Adult and baby life cycles - Personal history: how have I changed? (Jobs)
Substantive Concepts	Economy and Innovation <i>(Education)</i>	Leisure and Entertainment <i>(Celebrations and traditions)</i>	Society <i>(Community)</i>	--	Leisure and Entertainment <i>(Traditions and literature)</i>	Economy and Innovation <i>(Jobs)</i>
Disciplinary Concepts	Similarity and difference	Interpretations	Significance	Continuity and change	Sources and evidence	Cause and consequence



CLASS 2 CYCLE A			
	Autumn	Spring	Summer
Area of Learning	Fire, Fire! (Y1)	Explorers (Y2)	The Place Where I Live (Y2)
Statutory Requirements	Events beyond living memory that are significant nationally or globally – Great Fire of London	The lives of significant individuals in the past	Significant historical places in own locality
Enquiry Question	What happened to London during the 'Great Fire' of 1666?	Why do we remember Christopher Columbus and Neil Armstrong?	Did my school always look like it does today?
Substantive Concepts	Economy and Innovation (<i>Jobs</i>)	Invasion and Migration (<i>Exploration</i>)	Economy and Innovation (<i>Education</i>)
Disciplinary Concepts	Cause and consequence	Significance	Sources and evidence

CLASS 2 CYCLE B			
	Autumn	Spring	Summer
Area of Learning	Rock & Roll (Y3)	Family Album (Y1)	Buckets and Spades (Y2)
Statutory Requirements	Changes to Britain from Stone Age to Iron Age	Changes within living memory	Events beyond living memory that are significant nationally or globally – the seaside then and now
Enquiry Question	How did Britain change during prehistory?	How have I changed over time?	Were seaside holidays the same in the past?
Substantive Concepts	Society (<i>Civilisation</i>) Economy and Innovation (<i>Food</i>)	Leisure and Entertainment (<i>Celebrations and traditions</i>)	Leisure and Entertainment (<i>Holidays and travel</i>)
Disciplinary Concepts	Sources and evidence & Interpretations	Chronology, continuity and change	Similarity and difference

CLASS 2 CYCLE C			
	Autumn	Summer	
Area of Learning	There's No Place Like Home (Y3)	What the Romans Did for Us (Y3)	
Statutory Requirements	Local History Study	The Roman Empire and its impact on Britain	
Enquiry Question	What did our local area look like in the past at different times?	What happened when the Romans came to Britain?	
Substantive Concepts	Society (<i>Homes and Community</i>)	Society (<i>Civilisation</i>) Economy and Innovation (<i>Food and trade</i>)	Power (<i>Empire and rulers</i>)

Small enough to care...big enough to inspire



			Invasion and Exploration (<i>Conquest and invasion</i>)
Disciplinary Concepts	Similarity and difference	Significance	Chronology, continuity and change

CLASS 3 CYCLE A			
	Autumn	Spring	Summer
Area of Learning	Earthlings (Y5)	Inventors and Inventions (Y5)	Oh I Do Like to be Beside the Seaside (Y6)
Statutory Requirements	Local History Study	A non-European society that provides contrasts with British History – the Maya Civilisation	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – the changing power of monarchs.
Enquiry Question	What was it like living in Crawford in the past?	Why did the Maya civilisation rise and fall?	Is the monarchy still as important and powerful in today's society?
Substantive Concepts	Economy and innovation (<i>Jobs</i>) Health and hygiene (<i>Health and safety</i>)	Society (<i>Civilisation</i>) Economy and innovation (<i>Discovery, invention and trade</i>) Leisure and entertainment (<i>Tradition, art, culture</i>)	Power (<i>Empire & monarchy</i>)
Disciplinary Concepts	Chronology, continuity and change	Cause and consequence	Similarity and difference

CLASS 3 CYCLE B				
	Autumn	Spring	Summer	
Area of Learning	A Kingdom United (Y5)	Super Sleuth (Y6)	The Great Plague (Y4)	Water, Water Everywhere (Y4)
Statutory Requirements	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Great Plague	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared.
Enquiry Question	Why did the Anglo-Saxons come to Britain?	Were the Anglo-Saxons and Vikings always rivals?	Why did the plague spread so quickly?	What do all the ancient civilisations have in common?
Substantive Concepts	Society (<i>Civilisation</i>)	Society (<i>Civilisation</i>)	Society (<i>Homes</i>)	Society (<i>Civilisation and beliefs</i>)

Small enough to care...big enough to inspire



	Invasion and exploration <i>(Migration)</i>	Invasion and Exploration <i>Power (Rulers)</i>	Health and hygiene	Power <i>(Rulers)</i> Economy and innovation <i>(Food and trade)</i>
Disciplinary Concepts	Sources and evidence	Interpretations	Cause and consequence	Similarity and difference

CLASS 3 CYCLE C			
	Autumn	Spring	Summer
Area of Learning	Heroes and Villains (Y6)	Water, Water Everywhere (Y4)	Faster, Higher, Stronger (Y5)
Statutory Requirements	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II	The achievements of the earliest civilisations – a depth study of Ancient Egypt	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Enquiry Question	Was the Blitz more or less dangerous than at other times in the past?	How did the Ancient Egyptian civilisation end?	What can we thank the Ancient Greeks for?
Substantive Concepts	Economy and innovation <i>(Jobs and education)</i> Invasion and exploration <i>(War)</i>	Society <i>(Civilisation and beliefs)</i> Power <i>(Rulers)</i> Economy and innovation <i>(Food and trade)</i> Leisure and entertainment <i>(Tradition, art, culture)</i>	Economy and innovation <i>(Discovery and invention)</i> Society <i>(Beliefs)</i> Power <i>(Rulers)</i> Leisure and entertainment <i>(Tradition, art, culture)</i>
Disciplinary Concepts	Chronology, continuity and change	Interpretations	Significance

Small enough to care...big enough to inspire



SUBSTANTIVE CONCEPTS COVERAGE

Leisure and Entertainment – recreation, play, holidays, travel, celebration, tradition, art, culture, music, literature

Economy and Innovation – jobs, food, trade, education, poverty, wealth, market, discovery, invention

Society – civilisation, settlement, homes, houses, village, town, home, community

Invasion and Migration – war, peace, conquest, occupation, military, battle, surrender, treaty, raid, offensive, infiltration, campaign, crusade, navigation, journey, voyage, relocation, resettlement

Power and Beliefs – democracy, empire, government, law, monarchy, class, parliament, politics, slavery, religion, philosophy

Health and Hygiene – health, hygiene, safety

Nursery	Reception	KS1	LKS2	UKS2
Society	Society		Society	Society
Community	Community		Homes & community	
			Civilisation	Civilisation
			Beliefs	Beliefs
Leisure and entertainment	Leisure and entertainment	Leisure and entertainment	Leisure and entertainment	Leisure and entertainment
Recreation & play				
Holidays & travel		Holidays & travel		
	Celebrations & traditions	Celebrations & traditions	Tradition, art and culture	Tradition, art and culture
	Economy and innovation	Economy and innovation	Economy and innovation	Economy and innovation
	Education	Education		Education
	Jobs	Jobs		Jobs
			Food & trade	Trade
				Discovery & invention
		Invasion and exploration	Invasion and exploration	Invasion and exploration
		Exploration		Invasion & exploration
				Migration
				War
			Power	Power
			Empire & rulers	Monarchy, empire & rulers
			Health and hygiene	Health and hygiene
			Health & hygiene	Health & safety



DISCIPLINARY CONCEPTS PATHWAYS

	Class 1	Class 2	Class 3
Chronology, continuity and change To create a sense of period and time, the sequence of when things happened, what changed and what continued and what we might see as we progress.	Talk about what they notice/observe in the natural world. Nursery: Life cycle of a butterfly Reception: Animal life cycles	KS1: Y1 Family Album – Changes within living memory KS2: Y3 What the Romans Did For Us – The Roman Empire and its impact on Britain	KS2: Y5 Earthlings – Local History Study KS2: Y6 Heroes and Villains – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – World War II
Similarity & difference The ability to identify and explain similarities within and across periods and societies.	Describe features of objects, people and places at different times, make comparisons and talk about similarities and differences. Nursery: Old and new toys Reception: Personal history – when I was in Nursery	KS1: Y2 Buckets and Spades – Events beyond living memory that are significant nationally or globally – the seaside then and now KS2: Y3 There’s No Place Like Home – Local History Study	KS2: Y6 Oh I Do Like to be Beside the Seaside – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Is the monarchy still as important and powerful in today’s society? KS2: Y4 Water, Water Everywhere (Part 1) – The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared.
Cause & Consequence Can we explain why things happened? What followed as a result?	Use talk to help work out problems and organise thinking activities. Explain how things work and why they might happen. Nursery: What can I do now that I couldn’t before? Reception: Adult and baby life cycles – Personal history: how have I changed? (Jobs)	KS1: Y1 Fire, Fire – Events beyond living memory that are significant nationally or globally – Great Fire of London	KS2: Y4 The Great Plague – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The Great Plague KS2: Y5 Inventors and Inventions – A non-European society that provides contrasts with British History – the Maya Civilisation
Interpretations How do we show what the past was like?	Recall – talk to others about what they know about a key person, character or event from the past.	KS2: Y3 Rock & Roll – Changes to Britain from Stone Age to Iron Age (+ Sources and evidence)	KS2: Y4 Water, Water Everywhere (Part 2) – The achievements of the earliest

Small enough to care...big enough to inspire



	Nursery: My favourite stories Reception: The Christmas Story – Christmas in the past		civilisations – a depth study of Ancient Egypt KS2: Y6 Super Sleuth – The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Sources & evidence What do we use to find out about the past? What are the problems when using sources?	Research – find out about, people, places, events and objects, ask questions and use different sources to find answers including books. Nursery: Places we've been on holiday Reception: Stories our parents and grandparents heard	KS1: Y2 The Place Where I Live – Significant historical places in own locality KS2: Y3 Rock & Roll – Changes to Britain from Stone Age to Iron Age (+Interpretations)	KS2: Y5 A Kingdom United – Britain's settlement by Anglo-Saxons and Scots
Significance How do we choose what is most important?	Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about the key roles people have in society both in the present and in the past. Nursery: Personal history – when I was a baby Reception: Talk about the lives of people around us and their roles in society	KS1: Y2 Explorers – The lives of significant individuals in the past KS2: Y3 What the Romans Did For Us – The Roman Empire and its impact on Britain	KS2: Y5 Faster, Higher, Stronger – Ancient Greece – a study of Greek life and achievements and their influence on the western world

