









Barford and Bawburgh Federation

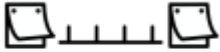





History Curriculum



Substantive Concepts

| Substantive Concepts | | | | | |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|  community |  knowledge |  power |  invasion |  civilisation |  democracy |
| A group of people living in a place. | The difference knowledge makes to people. | The power to advance (improve things) or to take over another place. | Taking over another country or religion with armed force. | A large group of people who follow similar laws, religion and rules. | A form of government voted for by the people. |

Disciplinary Knowledge / Historical Enquiry

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|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|  <p>chronology</p> |  <p>cause and consequence</p> |  <p>change and continuity</p> |  <p>similarities and difference</p> |  <p>evidence</p> |  <p>significance</p> |
| <p>The Science of time.</p> | <p>The reason and result of the things that happened in History.</p> | <p>How key people, places and events changed or stayed the same</p> | <p>Compare similarities at the same time. What stayed the same? What is different?</p> | <p>How we know about the past.</p> | <p>Why people, events and ideas are important to our studies.</p> |

Cycle 1

| | Autumn Term | Spring Term | Summer Term |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KS1 | Events beyond living memory (Y2) Community / Power / Knowledge / Democracy | Significant historical events, people, places in our locality (Y2) Community / Power / Knowledge | Significant historical events, people, places in our locality (Y2) Revisit – Events beyond living memory (Y2) Community / Power / Knowledge / Democracy |
| LKS2 | Britain’s settlement by Anglo-Saxons and Scots (Y4) Invasion / Power / Community Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4) Invasion / Power / Community | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4) Invasion / Power / Community Ancient civilisation - Egypt or Shang Dynasty (Y4) Civilisation / Knowledge / Power / Invasion | Ancient civilisation – Egypt or Shang Dynasty (Y4) continued... Civilisation / Knowledge / Power / Invasion |
| UKS2 | Beyond 1066: Local History Study - how did conflict change our locality in World War 2? (Y6) Power / Invasion / Democracy / Community | Windrush generation (Y6) Community / Democracy / Power | Ancient Greece (Place in time and significant events) (Y5) Power / Democracy / Knowledge / Civilisation |

Cycle 2

| | Autumn Term | Spring Term | Summer Term |
|-------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| KS1 | Changes within living memory <i>Community / Knowledge</i> | The lives of significant people (<i>Mary Anning and David Attenborough</i>) <i>Community / Knowledge</i> | More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>) <i>Community / Knowledge</i> |
| LKS2 | Y3 Changes in Britain from the Stone Age to the Iron Age (Y3) <i>Knowledge / Community / Power</i> | Y3 Changes in Britain from the Stone Age to the Iron Age (Y3) continued... <i>Knowledge / Community / Power</i> Y3 The Roman Empire and its impact on Britain (Y3) <i>Invasion / Power / Civilisation</i> | Y3 The Roman Empire and its impact on Britain (Y3) continued <i>Invasion / Power / Civilisation</i> |
| UKS2 | Ancient Greece Myths, Legends, Culture (Y5) <i>Power / Democracy / Knowledge / Civilisation</i> | Comparison study – Maya or Benin and Anglo-Saxons (Y5) <i>Civilisation / Knowledge / Power</i> | Study 5 significant monarchs (Y6) Or Battle of Britain (Y6) <i>Power / Invasion / Democracy</i> |