

History Whole School Overview

Teaching of History is based on key concepts: time, change and continuity and chronology (to realise a sense of period and time, the sequence of when things happened, what changed and what continued and what we may see as progress), reasons and results (can we explain why things happened in history, how and why people made a difference to events? What followed as a result of this?) Historical evidence sources (what do we use to find out about the past? What are the problems when using historical sources?).

Teaching of historical concepts are progressive and link to other subject disciplines. Retrieval practice and low stakes testing is used during lessons to enable knowledge to be transferred into long-term memory and allow working memory to address new knowledge. Knowledge Organisers contain key information and are referred to throughout the teaching block and again at different points in the year and in different year groups to help children know and retain information.

Links are made throughout the subject and across subjects to enable revision and progression.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Myself and my family				Growth – how have they changed over time? (toys)	Transitions – how have I changed?
Reception	Developing a sense of self				Growth - developing the concept of old and young	Transitions – memories of Early Years
Year 1	Within living memory (toys and schools)		Lives of significant people (Florence Nightingale and Edith Cavell)			Local Area – Annie Kenney
Year 2	Great Fire of London		The First Flight			Comparing the local area past to now
Year 3	Stone Age to Iron Age	Stone Age to Iron Age			Ancient Greece	
Year 4		Ancient Ancients		Romans	Romans	
Year 5	Anglo-Saxons		Vikings		Local Study – Oldham as a cotton town	



Year 6	Civilisations from 1000 years ago		Beyond 1066 and WW2	Beyond 1066 and WW2		
--------	-----------------------------------	--	---------------------	---------------------	--	--