

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	Within and beyond living memory: Myself			Events beyond living memory: The Moon Landing	Within and beyond living memory: Myself and my parents	
Reception	Within and beyond living memory: Homes now and in the past	Events beyond living memory: The Gunpowder Plot	Lives of significant people: To know who Roald Amundsen and Robert Scott are and why they are famous.	Within and beyond living memory: Hospitals now and in the past	Within and beyond living memory: Transport now and in the past	Within and beyond living memory: Seaside now and in the past
Year 1	Within and beyond living memory: toys now and in the past, toys their grandparents had. School now and in the past.		Lives of significant people: To know who Florence Nightingale and Edith Cavell are and explain why they are famous.			Local history: Know the name of a famous person close to where they live (Annie Kenney)
Year 2	Events beyond living memory: Know about The Great Fire of London which		Lives of significant people: Know a famous person outside the UK and			Local History: Comparing the local area past to now (toys and school)

	happened long ago, even before their grandparents were born.		explain why they are famous (Wilbur Brothers – First Flight).			
Year 3		Events beyond living memory: Know how Britain changed between the beginning of the Stone-Age and the Iron Age.			Events beyond living memory: Ancient Greece. Know some of the main characteristics of the Athenians and the Spartans, Greek Gods/Goddesses and sport.	Events beyond living memory: Ancient Greece. Know some of the main characteristics of the Athenians and the Spartans, Greek Gods/Goddesses and sport.
Year 4		Events beyond living memory: Know about and name some of the advanced societies that were in the world 3000 years ago.		Events beyond living memory: Know about the Romans and how Britain changed from the iron age to the end of the Roman occupation.	Events beyond living memory: Know about the Romans and how Britain changed from the iron age to the end of the Roman occupation.	
Year 5	Events beyond living memory: Anglo-Saxons. Know how Britain changed between the end of the Roman occupation and 1066.		Events beyond living memory: Vikings. Know where they originated, law & order and conflict with Anglo-Saxons.		Local History: Know about a period of history that has strong connections to their locality and understand the issues associated with the period (Oldham as a cotton town).	
Year 6	Events beyond living memory: Know about the impact that one of the following ancient		Events beyond living memory: Know about a theme in British history (WW2)	Events beyond living memory: Know about a theme in British history (WW2)		

	societies had on the world: the Mayan civilization; the Islamic civilizations; or the Benin.		which extends beyond 1066 and explain why this was important in relation to British history.	which extends beyond 1066 and explain why this was important in relation to British history.		
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