

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 Settlement & Civilisation Change & Continuity, similarity and difference			Events beyond living memory: The Moon Landing Invention, Significance & Legacy, Historical significance	Within and beyond living memory: Myself and my parents Invention, Change & Continuity, similarity and difference	
Reception	Within and beyond living memory: Homes now and in the past Settlement & Civilisation, Invention		Lives of significant people: To know who Roald Amundsen and Robert Scott are and why they are famous. Historical significance	Within and beyond living memory: Hospitals now and in the past Settlement & Civilisation	Within and beyond living memory: Transport now and in the past Invention Change & Continuity, similarity and difference	

	Change & Continuity, similarity and difference			Change & Continuity, similarity and difference Lives of significant people: Mary Seacole Significance & Legacy, Historical significance		
Year 1	Within and beyond living memory: toys now and in the past, toys their grandparents had. School now and in the past. Education & Invention Change & Continuity, similarity and difference Enquiry - What was life like for grandparents when they were children?		Lives of significant people: To know who Florence Nightingale and Edith Cavell are and explain why they are famous. Significance & Legacy Cause & consequence, Historical significance Enquiry - Why do we remember Florence Nightingale and Edith Cavell today?		Local History: Know the name of a famous person close to where they live (Annie Kenney) Significance & Legacy, Settlement & Civilisation Cause & consequence, Change & Continuity, Historical significance Enquiry - How did Annie Kenny change the way we live today?	
Year 2	Events beyond living memory: Know about The Great Fire of London which happened long ago, even before their		Lives of significant people: Know a famous person outside the UK and explain why they are famous (Wilbur		Local History: Comparing the local area past to now (toys and school)	

	grandparents were born. Significance & Legacy, Settlement & Civilisation Cause & consequence, Change & Continuity, Historical significance Enquiry - Why did the Great Fire of London spread but the Grenfell Fire did not?		Brothers – First Flight). Invention & Significance & Legacy Change & Continuity, Historical significance Enquiry - Why was the work of the Wright brothers significant internationally?			Education, Invention and Settlement & Civilisation Similarities & Differences, Change & Continuity Enquiry - How was life for children in our local area different 100 years ago?
Year 3		Events beyond living memory: Know how Britain changed between the beginning of the Stone-Age and the Iron Age. Invention & Settlement & Civilisation Change & Continuity, Historical significance,			Events beyond living memory: Ancient Greece. Know some of the main characteristics of the Athenians and the Spartans. Settlement & Civilisation, War & Conflict Historical significance, Similarities & Differences	Events beyond living memory: Ancient Greece. Know some of the Greek Gods/Goddesses and sport. Settlement & Civilisation, Significance & Legacy Historical significance, Similarities &

		similarities & differences Enquiry - How did life change from the Stone Age to the Iron Age?			Enquiry - Would you prefer to have lived in Sparta or Athens during the Ancient Greek times?	Differences, Handling Evidence Enquiry - What is Ancient Greek Religion and how do we know so much about it?
Year 4		Events beyond living memory: Know about and name some of the advanced societies that were in the world 3000 years ago. Settlement & Civilisation Historical significance, Handling Evidence Enquiry - What was the role of the Pharaoh on earth? What can the tomb of Tutankhamun tell us about Egyptian beliefs?		Events beyond living memory: Know about the Romans and how Britain changed from the iron age to the end of the Roman occupation. Settlement & Civilisation, War & Conflict Historical interpretations, Handling evidence, change & continuity Enquiry - How were the Romans able to control such a vast Empire?	Events beyond living memory: Know about the Romans and how Britain changed from the iron age to the end of the Roman occupation. Invention, Significance & legacy Historical significance, change & continuity, similarities & differences Enquiry - What legacy did the Romans leave Great Britain?	
Year 5	Events beyond living memory: Anglo-Saxons. Know how		Events beyond living memory: Vikings. Know where they		Local History: Know about a period of history that has strong	

	Britain changed between the end of the Roman occupation and 1066. Settlement & Civilisation Change & continuity, cause & consequence Enquiry - Were Saxons times really 'Dark Ages'?		originated, law & order and conflict with Anglo-Saxons. War & Conflict, Settlement & Civilisation, Significance & Legacy Historical interpretations, Handling evidence Enquiry - Were the Vikings ruthless killers or peaceful settlers?		connections to their locality and understand the issues associated with the period (Oldham as a cotton town). Settlement & Civilisation, Significance & legacy, Education Cause & consequence, Historical significance, Change & continuity Enquiry – maybe link to cotton famine	
Year 6	Events beyond living memory: Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilizations; or the Benin. Settlement & Civilisation, Significance & Legacy, Invention, Education			Events beyond living memory: Know about a theme in British history (WW2) which extends beyond 1066 and explain why this was important in relation to British history. War & Conflict,	Events beyond living memory: Know about a theme in British history (WW2) which extends beyond 1066 and explain why this was important in relation to British history. War & Conflict, Settlement & Civilisation, Significance & Legacy	

	Historical significance, Historical interpretations Enquiry - What did early Islamic Civilisation leave behind? <i>How far can we trust surviving evidence about the Islamic Civilisation?</i>			Historical interpretations, Handling evidence Cause & consequence Enquiry - Why did Britain have to go to war in 1939?	Historical interpretations, Handling evidence Cause & consequence Enquiry - How did WW2 impact children in Europe?	
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