

History 8 Year Overview

Intent: To inspire pupils' curiosity and to know more about the past.

Key Skills		
Chronology	Enquiry & Interpretation	Communication
Use of Vocabulary & Historical Terms		

Key Concepts					
Rights	Empire	Religion	Conquest/ Invasion	Society	Achievement/ Exploration
Continuity & Change, Cause and Consequence, Similarity & Difference & Significance					

	Autumn	Spring	Summer
Pre-School	<p>Concept: All about me/festivals.</p> <p>To continue to develop positive attitudes about the differences between people: Our own identity, self portraits/ Festivals</p>	<p>Concept: How we grow- special times and events. Animals/growing.</p> <p>Past and present: Begin to make sense of their own life story and family history. Baby Photos.</p>	<p>Concept: Hope. Transition</p> <p>Past and present: What we can do now/next?</p>
Rec	<p>Concept: Identity</p> <p>'You Choose' and 'Coming to England'</p> <p>People, Culture, Communities: Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Concept: Hope - Happily Ever After</p> <p>Tales Tool kit 'Little People Big dreams – Ada Lovelace'</p> <p>Past and present: Compare and contrast characters from stories, including figures from the past.</p>	<p>Concept: Growth</p> <p>'Lost in the Toy Museum' 'Once There were Giants'</p> <p>Past and present: Comment on images of familiar situations in the past.</p>

Key Stage 1:

At KS1, children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide variety of everyday historical terms, asking and answering questions, and using parts of stories and other sources to show they know and understand the key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1:	<p>Shopping – Cheadle Road (Local Study)</p> <p>Key Concept: Society (Similarity & Difference)</p>	<p>Air Travel – The First Flight: Amelia Earhart, the Wright Brothers</p> <p>Key Concept: Achievement/Exploration (Continuity & Change)</p>	<p>Kings & Queens – Queen Elizabeth I, Queen Victoria, Queen Elizabeth II</p> <p>Key Concept: Achievement/Exploration (Significance)</p>
Year 2	<p>Activists – Rosa Parks, Flora Drummand, Malala Yousafzai</p> <p>Key Concept: Rights (Significance)</p>	<p>London – Great Fire of London</p> <p>Key Concept: Society (Cause & Consequence)</p>	<p>The Great Exhibition</p> <p>Key Concept: Achievement/Exploration (Significance)</p>

Key Stage 2:

At KS2, children should continue to develop a chronologically secure knowledge and understanding of British, Local and world history, establishing clear narratives across and within the periods they study. They should note connections, contrasts and trends over time. They should develop the use of appropriate historical terms, asking and answering questions about change/cause, similarity/difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information, understanding that our past is constructed from a range of sources. Teaching should combine overview and depth studies to help children understand both the long arc of development and the complexity of specific aspects of the content.

Year 3	<p>Changes in Britain from the Stone Age to Iron Age</p> <p>Key Concept: Achievement/Exploration (Continuity & Change)</p>	<p>Ancient Egypt (Early Civilisations)</p> <p>Key Concept: Achievement/Exploration (Similarity & Difference)</p>	
Year 4	<p>Ancient Greeks</p> <p>Key Concept: Achievement/Exploration (Significance)</p>	<p>The Roman Empire and its impact on Britain (local link Chester)</p>	<p>Britain's Settlement by Anglo Saxons and Scots</p> <p>Key Concept: Conquest/ Invasion (Continuity & Change)</p>

History 8 Year Overview

		Key Concept: Conquest/ Invasion (Significance)	
Year 5	Vikings and Anglo-Saxon struggle for Kingdom of England Key Concept: Conquest/ Invasion (Cause & Consequence)	Non European Study Contrasting study Mayan Civilisation Key Concept: Empire & Society (Similarity & Difference)	Industrial Revolution (Local Area Study, Manchester) Key Concept: Society (Continuity & Change)
Year 6	Civil Rights Key Concept: Rights	Conflict: A march through wars (Civil War World War 1 & 2) Key Concept: Conquest/ invasion & Empire	Conquerors (Pupil Voice as Historians) Key Concept: Society & Rights