

## History 2024-25 Overview

AGE PHASE	YEAR GROUP	AUTUMN			SPRING		SUMMER
Foundation Stage	EYFS Development Matters 2020 Statements: Three and Four Year Olds Begin to make sense of their own life-story and family's history. Show interest in different occupations. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then....'. Continue to develop positive attitudes about the differences between people.						
	EYFS Development Matters 2020 Statements: Children in Reception Talk about members of their immediate family and their community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.						
	Early Learning Goals Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.						
KS1	1	<b>Changes within living memory</b> *Difference between past and present in their own and other's lives *Introduction to chronology  <u><b>Enquiry Question</b></u> What was life like when my Grandma was little?	<b>Changes within living memory</b> <b>Significant historical places in their own locality</b> *Recognising the distinction between past and present *Identifying similarities and differences between their own lives and aspects of the past <u><b>Enquiry Question</b></u> How have toys changed since my grandparents were little?  *Comparing a Victorian house with a new build  <u><b>Enquiry Question</b></u> How have homes changed since my grandparents were little?	<b>Events beyond living memory that are significant nationally or globally</b> <b>The lives of significant individuals in the past who have contributed to national and international achievements</b> *First plane flight *Christopher Columbus *Neil Armstrong *Mae Carol Jemison  <u><b>Enquiry Question</b></u> Who is Neil Armstrong and why is he still important today?			<b>Significant historical places in their own locality</b> *Then and Now-Seaside Holidays (Morecambe)  <u><b>Enquiry Question</b></u> Are seaside holidays, especially in Morecambe, the same as they were 100 years ago?

	2	<b>Events beyond living memory that are significant nationally or globally</b> *Great Fire of London  <u><b>Enquiry Question</b></u> What happened during the Great Fire of London and how do we know?	<b>Events beyond living memory that are significant nationally or globally</b> *The Gunpowder Plot *Remembrance Sunday <b>The lives of significant individuals in the past who have contributed to national and international achievements</b> *Guy Fawkes  <u><b>Enquiry Question</b></u> Why do we have Bonfire Night?			<b>The lives of significant individuals in the past who have contributed to national and international achievements</b> *Edward Jenner (smallpox vaccine) *William Wilberforce (slavery) *Laura Dekker (sailor) *Florence Nightingale and Edith Cavell  <u><b>Enquiry Question</b></u> What did Florence Nightingale do that was so important?	
LKS2	3			<b>Changes in Britain from Stone Age to the Iron Age.</b>  <u><b>Enquiry Question</b></u> How did life change in Britain from the Stone Age to the Iron Age?	<b>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</b>  <u><b>Enquiry Question</b></u> What was life like in Ancient Egypt?		
	4			<b>The Roman Empire and its impact on Britain</b>  <u><b>Enquiry Question</b></u> How did Roman rule change life in Britain?		<b>Ancient Greece - A study of Greek life and achievements and their influence in the Western world.</b>  <u><b>Enquiry Question</b></u> What influence has Ancient Greece had on our country and the world today?	
UKS2	5		<b>A non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300</b>  <u><b>Enquiry Question</b></u> What can we learn from the kingdoms of Benin?	<b>ANGLO SAXONS AND VIKINGS</b> <b>-Britain's settlement by Anglo-Saxons and Scots</b> <b>-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>  <u><b>Enquiry Question</b></u> Were the Anglo-Saxons and Vikings explorers, invaders or settlers?			

	6	<p><b>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</b>            *Britain at War (focus on WW2 and home front)</p> <p><b><u>Enquiry Question</u></b>            What impact did WW2 have upon those involved?</p>		<p><b>A local history study            – A History of Lancaster            (including importance of trade)</b></p> <p><b><u>Enquiry Question</u></b>            What does Lancaster teach us about the past?</p>		
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