



St Bernard's Catholic Primary School
History Overview 2025-2026

Autumn

Spring

Summer

Historical Concepts (Substantive Concepts – First Order Concepts)

Migration

Why have people travelled to new places or countries?

Justice and Equality

How and why have people fought for justice and equality in the past?

Civilisations

What similarities and differences have we noted between different civilisations?

Trade

What effect has trade had on Britain throughout history?

Disciplinary Concepts – Second Order Concepts

Change and Continuity

How historians construct arguments about the nature, pace, and extent of change in the past.

Sources and Evidence

How historians use sources as evidence to answer a question.

Historical Significance

How historians and others attribute significance to the past events or people, deeming them worthy of study or attention.

Historical Interpretations

How historians construct their accounts of the past, including how and why these differ.

Similarity and Difference

How historians construct arguments about the extent of similarity and difference between places, people and groups in the past.

Causes and Consequences

How historians construct arguments about the causes and consequences of events.

EYFS Experiences

ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Where do my family come from?

Migration

Historical Significance

Do family stories of migration and historical significance shape our identity and a sense of belonging?"

ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.

Our Hometown

Trade

Sources and Evidence

What do sources and evidence tell us about trade in our hometown?

ELG: Talk about the lives of the people around them and their roles in society.

People who help us

Trade

Historical Significance

"Why have trades and helping professions historically been significant?"

Year 1	<p>NC: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of lives in different periods.</p> <p><u>Ella Fitzgerald</u></p> <p>Justice and Equality Historical Significance</p> <p>'Was Ella Fitzgerald's influence on justice and equality historically significant?</p>	<p>NC: Changes within living memory Where appropriate these should be used to reveal aspects of changes in national life.</p> <p><u>What toys did my grandparents play with?</u></p> <p>Civilisations Historical Significance</p> <p>How have toys in the past made civilisations historically significant?</p>	<p>NC: Significant historical events, people and places within their own locality</p> <p><u>What special work have my family been involved in?</u></p> <p>Trade Cause and Consequences</p> <p>What were the cause and consequences of family trades from the past?</p>
Year 2	<p>NC: The lives of significant people in the past who have contributed to national and international achievements.</p> <p><u>Explorers: Christopher Columbus and Neil Armstrong</u></p> <p>Migration Historical Significance</p> <p>"How did Columbus's and Armstrong's voyages impact migration and hold historical significance?</p>	<p>NC: Events beyond living memory that are significant nationally or globally.</p> <p><u>Great Fire of London</u></p> <p>Civilisations Cause and Consequence</p> <p>What were the causes and consequences of the GFOL on British civilisation?</p>	<p><u>NC: Significant historical events, people and places in their own locality.</u></p> <p><u>Learie Constantine</u></p> <p>Justice and Equality Historical Significance</p> <p>"Why is Learie Constantine historically significant for justice and equality in the UK?"</p>

Year 3	<p>NC: Changes in Britain from Stone Age to Iron Age</p> <p><u>Stone Age to Iron Age</u></p> <p>Civilisations Change and Continuity</p> <p>What change and continuity did the Stone Age to Iron Age inflict on civilisation?</p>	<p>NC: A study of Greek life and achievements and their influence on the western world</p> <p><u>Ancient Greeks</u></p> <p>Civilisations Similarity and Differences</p> <p>"What are the similarities and differences between Ancient Greece and other civilisations?"</p>	<p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g., a significant turning point in British history.</p> <p><u>A study Selena Cooper</u></p> <p>Justice and Equality Change and Continuity</p> <p>Did Selena Cooper's impact on justice and equality impact the change and continuity of British history?</p>
Year 4	<p>NC: The Roman Empire and its impact on Britain</p> <p><u>Romans: Ribchester</u></p> <p>Migration Change and Continuity</p> <p>Was the change and continuity of British history impacted by Roman migration?</p>	<p>NC: A study of the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared (Ancient Sumner; The Indus Valley; The Shang Dynasty of Ancient China and Ancient Egypt)</p> <p><u>Ancient Egyptian Civilisation</u></p> <p>Civilisations Sources and Evidence</p> <p>"How do sources and evidence reveal the achievements and daily life of Ancient Egyptian civilisation?"</p>	<p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g., a significant turning point in British history. NC: A local history study</p> <p><u>The Suffrage Movement</u></p> <p>Justice and Equality Causes</p> <p>What caused the Suffrage Movement to impact justice and equality in Britain?</p>

Year 5	<p>NC: Britain's settlement by Anglo Saxons and Scots</p> <p><u>Sutton Hoo</u></p> <p>Migration Sources and Evidence</p> <p>How do sources and evidence reveal the impact of Anglo Saxon migration?</p>	<p>NC: A non-European city that provides contrast with British history: Early Islamic Civilisation, including a study of Baghdad c. AD 900</p> <p><u>Baghdad</u></p> <p>Civilisations Similarity and Differences</p> <p>What similarities and differences compare Baghdad AD 900 to other civilisations?</p>	<p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g., a significant turning point in British history.</p> <p><u>Guy Fawkes</u></p> <p>Justice and Equality Causes and Consequences</p> <p>How did the causes and consequences of The Gunpowder Plot impact justice and equality in Britain?</p>
Year 6	<p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g., a significant turning point in British history.</p> <p><u>WW1</u></p> <p>Migration Causes</p> <p>How did migration during WW1 cause change in Britain?</p>	<p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>Vikings</u></p> <p>Migration Historical Interpretations</p> <p>What do historical interpretations inform us about the migration of the Vikings?</p>	<p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Crime and Punishment</u></p> <p>Justice and Equality Sources and Evidence</p> <p>What questions do sources and evidence raise about the effect crime and punishment on justice and equality?</p>
<p>Our history long-term plan is based on the National Curriculum. Units are supported by material selected from Lancashire LPDS, Lancashire Archives, Grammarsaurus, Oak Academy, BBC Teach, The English Heritage Website, our school scheme and support from Lancashire Consultants.</p>			