



History Unit Overview

2024 - 2025

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1	My World Your World Family Sources and Evidence	All about me Families/homes Continuity and Change	GFOL (Clive Davis) Cause/Sources and Evidence	Victorians and Schools (Clive Davis/St Matthews) Continuity and Change	Stone Age to Iron Age (Clive Davis) Continuity and Change Compare Britain with what is going on in world history at the same time.	Anglo Saxons (Clive Davis) Cause	Ancient Greece (Clive Davis) Similarities and Differences comparison - to Egypt Elements of a comparison unit.	WWII (KS History/Clive Davis) Sources and Evidence
Unit 2	Ticket to Ride Differences between people Similarities and Differences	Celebrations Compare traditions Then and now Christmas decorations Similarities and Differences	Toys Then and Now (Plan Bee) Similarities and Differences	Making a difference – Learie Constantine (Lancs Unit) Significance	Egyptians (Clive Davis) Sources and Evidence	Vikings (Clive Davis) Cause/Sources and Evidence	Islamic Civilisation (Clive Davis) Interpretations	The Cotton Trade (Lancs Unit) Sources and Evidence Transatlantic Slave Trade (Lancs Unit/ Clive Davis) Consequence Sources and Evidence
Unit 3	Superheroes Differences between occupations. Similarities and Differences	Imagine That – Special People Neil Armstrong Mary Anning David Attenborough Sources and Evidence						
Substantive Concept – First Order	Childhood	Invention	Invasion	Civilisations	Justice and Equality			

Disciplinary Concept – Second Order

National Curriculum Coverage - How many lessons, Question and Vocabulary

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1	My world your world 6 lessons	All about me Families/homes 6 lessons	GFOL 6 lessons	Victorians and Schools 8 lessons	Stone Age to Iron Age 6 lessons	Anglo Saxons 6 lessons	Ancient Greece 6 lessons	WWII 8 lessons
EYFS/ National Curriculum	Begin to make sense of their own life-story and family's history.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Events beyond living memory	Significant places in their own locality (school/New Hall Lane)	Changes in Britain from Stone Age to Iron Age – British History	Anglo-Saxon struggle for the Kingdom of England – British History	Life in Ancient Greece and the impact that their thinking and ideas have had on the western world.	A theme in British History beyond 1066
Overarching Question 5 key Questions	Who do I live with? Who lives in your house? Who is in your family? How many brothers/sisters do you have? What is your name? Where do you live?	Who is in my family? How are you the same/different from others? What type of house do you live in? How are houses different? Where do you live? What is our school journey?	What lessons have we learned from the Great Fire of London? How do we know the fire happened in the first place? Why did the fire spread so quickly and burn for so long? How has the way we tackled fires changed over the years? Why do we still have problems with different types of fires even today? How did the Great fire of London improve the capital?	How did the Victorians influence our life today? How do we know what life was like for the Victorians? What do we mean by the term 'industrial revolution'? What was life like for most children during the Victorian era? What games did children play during the Victorian era? What were schools like during the Victoria era?	How did Britain change between the beginning of the Stone Age and the end of the Iron Age? What has helped us to build a picture of what happened during the stone age period? What are the key differences between the stone, bronze and iron ages? What was the significance of the discovery of iron ore and the invention of the wheel? Why was the creation of Iron Age Hill Forts so important? What do we mean by the term hunter gatherers?	Who were the Anglo-Saxons and what influence do they have on our life today? Where did the Anglo-Saxons originate from and when did they invade our country? How did the Anglo-Saxons bring about law and order to Britain? How did the Anglo-Saxons create different settlements to the ones the Romans had created? What did we learn about the Anglo-Saxons from the discoveries at Sutton Hoo? What do we know about many of the Anglo-Saxon kings?	What did the Ancient Greeks bring to the world? What evidence is there that the Ancient Greeks were more advanced than Ancient Britons? What did the Ancient Greeks introduce that we benefit from today? How were the Ancient Greeks influenced by their Gods? What was everyday life like for the Ancient Greeks? What were the main characteristics of the Spartans and the Athenians?	What was the impact of World War 2 on Britain? Why did World War 2 start and what part did Hitler have in it? What was appeasement, and was it a cowardly approach? What it was like to be a German child during World War Two? Who was Winston Churchill and what part did he play in the war? How was every town and city affected during and after the war?

Key Vocabulary	Mum Dad Brother Sister Grandparents Aunty and Uncles	family tree local area New Hall Lane community terraced flats	Pudding lane Thomas Farynor Samuel Pepys leather buckets plague Thames	workhouse farthing gruel dunces hat cane industrial revolution	hunter gatherers settlement Iron Age forts Skara Brae Stonehenge archaeologists	Anglo Saxon Kingdoms Vikings Shire reeve churl wergild Angles King Alfred the Great longship longhouse Jorvik	philosophy Athenians Spartans democracy Zeus Olympics	axis allies propaganda no man's land Armistice Day conscription
Unit 2	Ticket to ride 6 lessons	Celebrations 6 lessons Compare traditions. Then and now Christmas decorations	Toys Then and Now 6 lessons	Making a difference 6 lessons	Egyptians 6 lessons	Vikings 6 lessons	Islamic Civilisations 6 lessons	The Cotton Trade Transatlantic Slave Trade 12 lessons
EYFS/ National Curriculum	Continue to develop positive attitudes about the differences between people.	Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Changes within living memory	Significant individuals locally.	Earliest Civilisations – Non British History	Viking struggle for the Kingdom of England – British History	Early Islamic study c AD900 focuses on a non-European society that provides contrasts with British history -Non British History	Local history A theme in British History beyond 1066 Other European and World History

<p>Overarching Question 5 Key Questions</p>	<p>How are the characters different in these stories? How is Handa different from us? What do the pictures tell you? Where do you live? Where do other people originate from in our class? What is the same, what is different?</p>	<p>Why do we celebrate traditions? How has Christmas decorations changed? How do we celebrate Diwali, Bonfire Night, Remembrance and Christmas? Why is it celebrated? How are the festivals similar/different? How have Christmas decorations changed over time? Why are birthdays celebrated? How have birthday celebrations changed over time?</p>	<p>How have toys changed over the years? What are our toys like today? What are other people's toys like? How can we tell these toys are old? What were our grandparents' toys like and how do we know? Who played with these toys a long time ago?</p>	<p>Why was Learie Constantine a significant individual? What is significance and how does a person become significant? Who is significant in our own lives and in our own time? Who is Learie Constantine and what is he remembered for? Did Learie Constantine change events at the time he lived? Did Learie Constantine have a long lasting impact on the UK and the world?</p>	<p>Why was the Ancient Egyptian civilization ahead of its time? What was happening in Britain when the Ancient Egyptians were at their most powerful? How have archaeologists helped us know what happened in Ancient Egypt and elsewhere? What do we know about other great civilizations of this time? How and why were the Ancient Egyptians influenced by their Gods? Why did the powerful Egyptians create a culture of slavery?</p>	<p>Who were the Vikings and what influence do they have on our life today? What image do we have of the Vikings? Who were the Vikings and why did they have a reputation of being fierce raiders? How did the Vikings take over the country and how close did they get? How have recent excavations changed our view of the Vikings? Where did the Vikings settle and how do we know?</p>	<p>Why was the Ancient Islamic Civilization known as the Golden Age? When was the Islamic civilization at its most glorious? Where and what was the House of Wisdom? What was Prophet Muhammad's association with the golden age? What part did the Golden Age have in improving health care and education? How did the Golden Age come to an end?</p>	<p>What was the Lancashire cotton industry? Where do our clothes come from in the present? Where did our clothes come from in the past? How significant was the Lancashire Cotton Industry for people in Lancashire? What was life like for the cotton industry Lancashire workers? How did the 1862 cotton famine affect the people of Lancashire? What do we understand by the term 'slavery'? What was the slave trade and what was Britain's part in it? What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved? What were slave auctions like and what did it feel like to be a slave? What was life like on board the transportation ships? How did the slave trade end?</p>
<p>Key Vocabulary</p>	<p>Different same address country character</p>	<p>Diwali Remembrance Day Christmas Bonfire Night celebration festival</p>	<p>cup and ball marbles flip book Victorian same/different Punch and Judy</p>	<p>The Trinity Cross Lord Learie Constantine racial discrimination racial equality freedom of the town significant</p>	<p>pharaohs pyramid hieroglyphics vizier sarcophagus papyrus</p>	<p>Vikings Shire reeve churl Danelaw Raiders/settlers longship longhouse Jorvik</p>	<p>House of Wisdom Baghdad Prophet Muhammad Ramadan manuscript madrassa</p>	<p>Henry Ashworth looms weaving mill census cotton famine raw cotton race slavery freedom abolishment inherently interior Atlantic slave trade</p>

<p>Unit 3</p>	<p>Superheroes</p> <p>6 lessons</p>	<p>Imagine That – Special People Neil Armstrong Mary Anning David Attenborough</p> <p>6 lessons</p>						
<p>EYFS</p>	<p>Continue to develop positive attitudes about the differences between people.</p>	<p>Significant individuals 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>						
<p>Overarching Question</p>	<p>How are peoples' jobs different? Who helps us in school? Who helps us at home? Who helps us in our community? How do firefighters, police, ambulance, doctors and nurses help us? How do post workers help you?</p>	<p>Why are these people special? How did Neil Armstrong make a difference? How did Mary Anning make a difference? How did David Attenborough make a difference? What is similar and different about these special people? How do people in our community help us?</p>						
<p>Key Vocabulary</p>	<p>Police Firefighter Doctors and nurses Dentist Shopkeeper Post worker</p>	<p>Mary Anning Neil Armstrong David Attenborough fossils astronaut palaeontologist biologist</p>						

End points

By the end of EYFS, pupils will be able to:

- recognise and describe a special time or event.
- speculate why things happen and give explanations about simple cause and effect.
- identify and describe some similarities and differences and they can
- observe and describe how things have changed or stayed the same in their lives
- sequence a few events using language relating to time

By the end of Key Stage 1, pupils will be able to:

- develop an awareness of the past and know where the people and events they study fit within a chronological framework.
- make comparisons by identifying similarities and differences between life in different historical periods
- show an understanding of how we know about the past
- describe changes in living memory using historical vocabulary
- Recall some significant people from history and events beyond living memory

By the end of Key Stage 2, pupils will be able to:

- develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time
- use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of historical information

A typical teaching sequence in history

- Place the historical period being covered in the chronological context of previous learning, using a timeline.
- Connect learning to previous periods studied and recap key knowledge against the key concepts - retrieval tasks.
- Identify and use key vocabulary related to historical enquiry and the period being studied.
- Check current learning through check it tasks.
- Carry out historical enquiry using research, a range of sources and artefacts using elements of the key concepts.
- Interpret their findings, make comparisons and draw conclusions using elements of the key concepts.

- Identify and learn about significant people and events and the impact they had.
- Communicate their historical knowledge and understanding in an appropriate way.
- Evaluate what they have learned, identify key knowledge and compare with other historical periods and their own experiences.