



# Unlocking the Potential for Everyone to Flourish in the love of Christ.

'But I am like an olive tree flourishing in the house of God.' Psalm 52:8

## St Peter's Church of England Primary History Overview

Migration	Civilisations	Beliefs	Leaders & Pioneers	Technology	
Why have people travelled to new places or countries?	What similarities and differences have we noted between different civilisations?	How have religion and belief shaped the way people live and behave?	How have leaders and people in positions of power influenced cultures and changed ways of life?	How has technology changed over time?	
<b>Disciplinary Concepts – Second order concepts</b>					
Change and Continuity	Sources and Evidence	Historical Significance	Historical Interpretations	Similarity and Difference	Causes and Consequences
How historians construct arguments about the nature, pace, and extent of change in the past	How historians use sources as evidence to answer a question	How historians and others attribute significance to past events or people, deeming them worthy of study or attention	How historians construct their accounts of the past, including how and why these differ	How historians construct arguments about the extent of similarity and difference between places, people and groups in the past	How historians construct arguments about the causes and consequences of events

Year Group	Autumn Term	Spring Term	Summer Term
<p><b>EYFS</b></p> <p>(These EYFS experiences do not necessarily need to be taught in a set term.)</p>	<p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p><b>Amazing Accrington</b></p> <p><b>SC: Civilisations</b> <b>DC: Historical Significance</b></p> <p>What can I find out about my family and my home town?</p>	<p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Neil Armstrong and our Journey into Space</b></p> <p><b>SC: Technology</b> <b>DC: Historical Significance</b></p> <p>How has technology helped us to fly into space?</p>	<p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p><b>Amazing Accrington</b></p> <p><b>SC: Technology</b> <b>DC: Change and Continuity</b></p> <p>How have fire engines changed over time?</p>
	<p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p><b>Our Headteacher</b></p> <p><b>SC: Leaders &amp; Pioneers</b> <b>DC: Significance</b></p> <p>How has our headteacher helped our school to improve?</p>	<p>EYFS KL: Show an interest in significant events and experiences in the lives of others.</p> <p><b>The Easter Story/ St Peter/ The Mosque</b></p> <p><b>SC: Beliefs</b> <b>DC: Significance</b></p> <p>What can we learn about our beliefs and the beliefs of others?</p>	<p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p><b>Family History</b></p> <p><b>SC: Migration</b> <b>DC: Historical Significance</b></p> <p>Why did my family move to Accrington? Where did my family live in the past? <b>Suggested texts: Welcome by Barroux/ Coming to England by Floella Benjamin</b></p>

<p><b>Year 1 / Year 2 Cycle A</b></p>	<p><b>NC: The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>Elizabeth II and Charles III</b></p> <p><b>SC: Leaders &amp; Pioneers</b> <b>DC: Historical Significance</b></p> <p><b>How did Princess Elizabeth help children during WWII?</b> (BBC Children's Hour Broadcast: <a href="https://www.youtube.com/watch?v=89CJ_8lqDdA">https://www.youtube.com/watch?v=89CJ_8lqDdA</a> )</p> <p><b>How does King Charles help young people?</b> (The King's Trust)</p>	<p><b>NC: Events beyond living memory that are significant nationally or globally.</b></p> <p><b>The Great Fire of London</b></p> <p><b>SC: Civilisations</b> <b>DC: Causes (and consequences)</b></p> <p><b>What lessons have we learnt from the Great Fire of London?</b></p>	<p><b>NC: Significant historical events, people and places in their own locality.</b></p> <p><b>Learie Constantine, Nelson and our First Racial Equality Laws</b> (and Marcus Rashford)</p> <p><b>SC: Leaders &amp; Pioneers</b> <b>DC: Historical Significance</b> <b>Why was Learie Constantine awarded the 'Trinity Cross'?</b></p> <p><b>Suggested texts/ resources:</b> <b>LPDS materials:</b> <a href="https://www.lancashire.gov.uk/lpds/publications/details/?id=1105">https://www.lancashire.gov.uk/lpds/publications/details/?id=1105</a> <b>Artefact sequence clip:</b> <a href="https://www.youtube.com/watch?v=vg8U-DMaf5E">https://www.youtube.com/watch?v=vg8U-DMaf5E</a></p>
<p><b>Year 1 / Year 2 Cycle B</b></p>	<p><b>NC: Changes within living memory.</b></p> <p><b>Toys</b></p> <p><b>SC: Technology</b> <b>DC: Historical significance</b></p> <p><b>What toys did my grandparents play with as children? How has technology changed toys over time?</b></p> <p>School Toy Museum (Staff) then</p>	<p><b>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 life in different periods</b></p> <p><b>Florence Nightingale and Mary Seacole</b></p> <p><b>SC: Leaders &amp; Pioneers</b> <b>DC: Historical significance</b></p>	<p><b>Changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>The Seaside</b></p> <p><b>SC: Civilisations</b> <b>DC: Change and Continuity</b></p> <p><b>How have seaside holidays changed over time?</b></p>

	<p>School Toy Museum (children)</p> <p><b>Suggested texts:</b>  <b>The Toymaker by Waddell Martin</b>  <b>Dogger by Shirley Hughes</b>  <b>(1980s electronic games footage)</b></p>	<p><b>How did Florence and Mary help to improve medical care for patients?</b></p>	<p><b>Where did my grandparents go on holiday?</b></p> <p><b>Suggested texts:</b>  <b>LPDS Unit</b></p>
<p><b>Year 3</b></p>	<p><b>NC: A local history study</b></p> <p><b>The Lancashire Cotton Industry</b></p> <p><b>SC: Technology</b>  <b>DC: Historical Significance</b></p> <p><b>How did the Industrial Revolution, and the Lancashire Cotton Industry, change people's lives in Lancashire including children's lives?</b></p> <p><b>Suggested texts/ resources:</b>  <b>LPDS materials:</b>  <a href="https://www.lancashire.gov.uk/lpds/publications/details/?id=1105">https://www.lancashire.gov.uk/lpds/publications/details/?id=1105</a></p>	<p><b>NC: Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>Skara Brae</b></p> <p><b>Substantive concept: Civilisations</b>  <b>Disciplinary concept: Change and Continuity</b></p> <p><b>How did life for people during the Stone Age?</b>  (From hunter-gatherers to early farmers/ tool development)</p> <p><b>Suggested texts:</b>  <b>Mo's Best Friend – A Stone Age Story by Bridget Marzo</b>  <b>BBC Teach Resources</b>  <a href="http://www.thinkinghistory.co.uk">www.thinkinghistory.co.uk</a></p>	<p><b>NC: The Roman Empire and its impact on Britain</b></p> <p><b>Roman Ribchester</b></p> <p><b>Substantive concept: Migration</b>  <b>Disciplinary concept: Sources and Evidence</b></p> <p><b>What have the various discoveries and excavations revealed about life in Roman Ribchester?</b>  <b>What role did the fort at Ribchester play in helping maintain and consolidate Roman rule in Lancashire?</b></p> <p><b>Suggested texts:</b>  <b>Roman Boy by Tony Bradman</b></p> <p><b>Immersive Experience: Visit to Ribchester Museum</b></p>

<p><b>Year 4</b></p>	<p><b>NC: Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>Sutton Hoo</b></p> <p><b>Substantive concept: migration</b> <b>Disciplinary concept: sources and evidence</b></p> <p>What can we learn about Anglo-Saxons beliefs from the discoveries at Sutton Hoo and the Book of Kells?</p> <p><b>Suggested texts:</b> <b>Winter of the Wolves by Tony Bradman</b></p>	<p><b>NC: A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</b> (Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China; and Ancient Egypt)</p> <p><b>Ancient Civilisations (Overview)</b></p> <p><b>Substantive concept: Beliefs</b> <b>Disciplinary concept: Sources and Evidence</b></p> <p>What could we learn about beliefs within Ancient Civilisations from what they have left behind?</p>	<p><b>NC: A depth study of Ancient Egypt</b></p> <p><b>Ancient Civilisations (Depth Study: Ancient Egypt)</b></p> <p><b>Substantive concept: Beliefs</b> <b>Disciplinary concept: Sources and Evidence</b></p> <p>What does Tutankhamun tomb reveal about Ancient Egyptian royal burials? <b>(LPDS materials)</b></p> <p><b>Alternative study:</b> What can we learn about Ancient Egypt from the discoveries at Nefertari's tomb? <b>Suggested texts and resources:</b> BBC Teach; History Cheat Sheets; The tomb of Nefertari VR 360 video <a href="https://www.youtube.com/watch?v=PFAJcMzmMzQ">https://www.youtube.com/watch?v=PFAJcMzmMzQ</a></p>
<p><b>Year 5</b></p>	<p><b>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history (The Reformation)</b></p>	<p><b>NC: A non-European society that provides contrasts with British history: Early Islamic civilization, including a study of Baghdad c. AD 900</b></p> <p><b>Substantive concept: Technology</b></p>	<p><b>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b></p> <p><b>Substantive concept: Leaders and Pioneers</b></p>

	<p><b>Substantive concept: Beliefs</b>  <b>Disciplinary concept: Causes and Consequences</b></p> <p><b>The Tudors and The Church of England</b></p> <p>What impact did Henry VIII have upon the state religion during Tudor times?</p> <p>Why did Henry VIII break away from the Roman Catholic Church and establish the Church of England in 1534?</p> <p><b>Suggested Texts:</b></p>	<p><b>Disciplinary concept: Historical Significance</b></p> <p>How significant was the ancient city of Baghdad?</p> <p><b>Suggested texts and resources: The Golden Horsemen of Baghdad by Saviour Pirotta</b></p>	<p><b>Disciplinary concept: Similarity and Difference</b></p> <p><b>Ancient Athens and Sparta</b></p> <p>How did leadership styles differ between Ancient Athens and Sparta?</p> <p>As a society, how have we been influenced by Athenian democracy?</p> <p><b>Suggested Texts: The Wolf-Girl, the Greeks and the Gods: A Tale of the Persian Wars by Tom Holland and Jason Cockcroft</b></p>
<p><b>Year 6</b></p>	<p><b>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>The Vikings</b></p> <p><b>Substantive concept: Migration</b></p>	<p><b>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066/ A local history study</b></p> <p><b>The Transatlantic Slave Trade</b></p>	<p><b>NC: A local history study</b></p> <p><b>Basil Arthur Horsfall and The Accrington Pals</b></p> <p><b>Substantive concept: Leaders &amp; Pioneers</b></p>

	<p><b>Disciplinary concept: Historical Interpretations</b></p> <p>Is it fair to describe all Vikings as brutal invaders?</p> <p><b>Resource: Romans, Anglo-Saxons and Vikings timeline</b></p> <p><b>Suggested texts:</b> <b>The Chessmen Thief by Barbara Henderson</b></p>	<p><b>Substantive concept: Migration/ Beliefs</b></p> <p><b>Disciplinary concept: Change and Continuity</b></p> <p>What led to the forced migration of African people during The Transatlantic Slave Trade</p> <p>Why did the abolition committee start meeting? Did people's beliefs inspire their fight for abolition?</p> <p><b>Journey Back to Freedom: The Olaudah Equiano Story: (Dyslexia-friendly)</b> <b>by Catherine Johnson</b></p>	<p><b>Disciplinary concept: Historical Significance</b></p> <p>Why do we remember the Accrington Pals?</p> <p>Why was Basil Arthur Horsfall awarded the Victoria Cross?</p>
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