

History Whole School Overview 2023-2024

Our goal for History education is that children gain an increasingly mature and informed historical perspective on their world, developing:

- a strong understanding of chronology and historical vocabulary;
- enquiry skills and an understanding of the importance of historical sources as evidence; and
- knowledge of the characteristics of, and developments during, different time periods.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skill of the month	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
Whole school days/events linked to History		St Andrew's Day Armistice Day Human Rights Day	St Patrick's Day Dr. Martin Luther King Jr. Day	St David's Day	St George's Day International Museums Day	Windrush Day Nelson Mandela Day
Nursery	<i>Understanding the World</i> Understand their place in the world: special photos, memories, comparing baby photos to now, sequencing events					
Reception	<i>Understanding the World</i> Developing understanding of past and present: timelines calendars, transitions, schools in the past, comparing Nursery with Reception, families, celebrations in the past, changing seasons, historical events and figures in stories					
Year 1	Familiar timelines Daily timetable Events in my life Timeline of a story Stairwell timeline Family Tree				Timelines: significance; what's the same; what's different? Develop an awareness of the past through changes in methods of communication over time.	

Year 2			<p align="center">The Romans in Britain</p> <p>Who were the Romans? Why did the Romans invade and defeat the Celts? What was life like for Romans in Britain? What did the Romans do for us?</p>
Year 3		<p align="center">The Normans</p> <p>How did the Norman Invasion change British society? The Battle of Hastings - why? What was life like under Norman rule? What did the Normans do for us?</p>	
Year 4		<p align="center">The Tudors</p> <p>How did the Tudors come to power? How did the Wars of the Roses, Battle of Bosworth and sea exploration change Britain? Why did Henry VIII create the Church of England? What was life like in Tudor Britain? What was the impact of the Tudor dynasty?</p>	<p align="center">The Kingdom of Benin</p> <p align="center">Study in relation to Geography topic on Africa</p>
Year 5		<p align="center">The Victorians</p> <p>How did industry and technology change? Why and how did children's welfare change? Why and how did women's rights change? Why and how did the rights of Enslaved Africans change? What was the same / different about life then and now? What did the Victorians do for us?</p>	

<p>Year 6</p>	<p>World War 1</p> <p>How did relationships between countries change in the lead up to WW1? What caused WW1? How did life change at home? What was life like in the trenches? What was the impact of WW1? What were the key events during WW1?</p> <p>World War 2</p> <p>How did relationships between countries change in the lead up to WW2? What caused WW2? How did life change at home? What was life like in London? What was life like in Nazi occupied countries? What were key events during WW2? What was the impact of WW2? What can we learn from significant figures who were alive during WW2?</p>		
----------------------	--	--	--

History Knowledge and Skills Progression EYFS - Year 6 2023-2024

Our goal for History education is that children gain an increasingly mature and informed historical perspective on their world, developing:

- a strong understanding of chronology and historical vocabulary;
- enquiry skills and an understanding of the importance of historical sources as evidence; and
- knowledge of the characteristics of, and developments during, different time periods.

	KEY HISTORICAL CONCEPTS	SUBJECT KNOWLEDGE/CONTENT		HISTORICAL ENQUIRY AND INTERPRETATION	VOCABULARY
Understanding the World Aim	Emergent Chronological Understanding	Children: <ul style="list-style-type: none"> • talk about the lives of 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; and • understand the past through settings, characters and events encountered in books read in class and storytelling. 		Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.	Extend familiarity with words that support understanding across domains.
KS1 & KS2 National Curriculum Aim	Understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, enables children to use them to make connections, draw contrasts, analyse trends, frame historically-valid questions, and create their own structured accounts, including written narratives and analyses	Children know and understand: <ul style="list-style-type: none"> • the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; and • how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. 		Pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Pupils gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, civilisation, ‘parliament’, and ‘peasantry’.
EYFS Subject Content (see termly plans for core texts)	<p>1. Continuity and change: Look closely at similarities, differences, patterns and change; Develop understanding of changes over time</p> <p>2. Cause and consequence: Question why things happen and give explanations</p>	Nursery	<p>Understand their place in the world: special photos, memories, comparing baby photos to now,</p>	<p>Answer ‘how’ and ‘why’ questions in response to stories or events.</p> <p>Be curious about people and show interest in stories</p>	<p>Extend familiarity with words by listening to a broad selection of stories, non-fiction, rhymes and poems</p> <p>Use common words and phrases relating to the passing of time (KS1 objective)</p>

	<p>3. Similarity/Difference: Know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>4. Significance: Recognise and describe special times or events for family or friends</p>	<p style="text-align: center;">Reception</p> <p style="text-align: center;">Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Key questions</p> <ol style="list-style-type: none"> 1. How have I changed since I was a baby? 2. Why do we wear different clothes at different times of the year? 3. and 4. What are our favourite celebrations each year? 	<p>sequencing events</p> <p>Developing understanding of past and present: timelines calendars, transitions, schools in the past, comparing Nursery with Reception, families, celebrations in the past, changing seasons</p>	<p>Explain own knowledge and understanding and ask appropriate questions.</p> <p>Know that information can be retrieved from books and computers</p>	
<p style="text-align: center;">KS1 core texts:</p> <p>Black and British: An Illustrated History by David Olusoga</p> <p>Empire's End: A Roman Story by Leila Rasheed</p> <p>Once they were Giants by Martin Waddell</p>	<p>1. Continuity and change: Identify similarities / differences between ways of life at different times</p> <p>2. Cause and consequence: Recognise why people did things, why events happened and what happened as a result</p> <p>3. Similarity/Difference: Make simple observations about different types of people, events, beliefs within a society</p> <p>4. Significance: Talk about who or what was important e.g. in a simple historical account</p>	<p style="text-align: center;">Year 1: Personal Timelines and Past inventions</p> <ol style="list-style-type: none"> 1. What does 'in the past' mean? 2. How and why have we changed over time? 3. What's the same, what's different? 4. Why is documenting events in this way useful? <p style="text-align: center;">Year 2: The Romans</p> <ol style="list-style-type: none"> 1. Why did the Romans defeat the Celts? 2. Why did the Romans invade Britain? 3. What was it like to be a Roman in Britain? 4. What did the Romans leave behind that we still use today? / What did the Romans do for us? 	<p>Develop an awareness of the past</p> <p>Know where all people/events studied fit into a chronological framework</p> <p>Identify similarities/differences between periods</p>	<p>Ask and answer questions</p> <p>Understand some ways we find out about the past</p> <p>Find out about the past from a range of sources</p> <p>Choose and use parts of stories and other sources to show understanding (of key concepts)</p>	<p>Use common words and phrases relating to the passing of time</p> <p>Use a wide vocabulary of everyday historical terms</p>

<p style="text-align: center;">KS2 core texts:</p> <p>Black and British: An Illustrated History by David Olusoga</p> <p>Private Peaceful by Michael Morpurgo</p> <p>Now or Never: A Dunkirk Story by Bali Rai</p> <p>Diver's Daughter: A Tudor Story by Patrice Lawrence</p> <p>The Illustrated Tales of King Arthur by Sarah Coutauld</p>	<p>1. Continuity and change: Describe / make links between main events, situations and changes within and across different periods/societies</p> <p>2. Cause and consequence: Identify and give reasons for, results of historical events, situations, changes</p> <p>3. Similarity/Difference: Describe social, cultural, religious and ethnic diversity in Britain and the wider world</p> <p>4. Significance: Identify historically significant people and events in situations</p>	<p style="text-align: center;">Year 3: The Normans</p> <ol style="list-style-type: none"> 1. How did the Norman Invasion change British society? 2. Why did The Battle of Hastings arise? 3. What was life like under Norman rule? 4. What did the Normans do for us? 	<p>Continue to develop chronologically secure knowledge of history and establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p>	<p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p>	<p>Develop the appropriate use of historical terms</p>
		<p style="text-align: center;">Year 4: The Tudors</p> <ol style="list-style-type: none"> 1. How did the Tudors come to power? How did the Wars of the Roses change Britain? Why were Lanc/Yorks feuding? What were the effects of Bosworth? How did sea exploration change Britain? 2. Why did Henry VIII create the Church of England? 3. What was life like in Tudor Britain? 4. What was the impact of the Tudor dynasty? 			
		<p style="text-align: center;">Year 5: The Victorians</p> <ol style="list-style-type: none"> 1. How did industry and technology change? 2. Why and how did children's welfare change? Why and how did women's rights change? Why and how did the rights of Enslaved Africans change? 3. What was the same / different about life then and now? 4. What did the Victorians do for us? 			
		<p style="text-align: center;">Year 6: World War I and World War II</p> <ol style="list-style-type: none"> 1. How did relationships between countries change in the lead up to WW1? 2. What caused WW1? 3. How did life change at home? What was life like in the trenches? What was the impact of WW1? 4. What were the key events during WW1? <ol style="list-style-type: none"> 1. How did relationships between countries change in the lead up to WW2? 2. What caused WW2? 3. How did life change at home? What was life like in London? What was life like in Nazi occupied countries? 4. What were key events during WW2? What was the impact of WW2? What can we learn from significant figures who were alive during WW2? 			