



History Curriculum Overview

<u>Substantive concepts</u>				
<u>Leadership</u>	<u>Migration/Invasion</u>	<u>Childhood</u>	<u>Civilisations</u>	<u>Justice and Equality</u>
EYFS People who help us (headteacher)	EYFS Welcoming others/hospitality	EYFS Family History Childhood then and now.	EYFS Our home town	EYFS People who help us- keeping things fair and safe.
Disciplinary concept- Significance	Disciplinary concept- Significance	Disciplinary concept- Similarities and differences	Disciplinary concept- Sources and evidence	Disciplinary concept- Significance
<p>Show interest in different occupations Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Notice differences between people.</p>	<p>Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community.</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Show interest in different occupations Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>

		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		
<p><u>Year 1</u> Explorers/Pioneers</p> <p>Disciplinary concept- Significance</p> <p>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.</p> <p>Key question-What does it take to be a great explorer?</p>	<p><u>Year 3</u> Romans</p> <p>Disciplinary concept- Consequences</p> <p>The Roman Empire and its impact on Britain</p> <p>Key question-What were the consequences of Boudicca's resistance of the Roman invasion?</p>	<p><u>Year 1</u> Seaside holidays</p> <p>Disciplinary concept- Change and continuity</p> <p>Changes within living memory</p> <p>Key question-How have holidays for children changed over time?</p>	<p><u>Year 2</u> Lytham windmill</p> <p>Disciplinary concept- Significance</p> <p>Historical events, people and places in their own locality</p> <p>Key question-Has Lytham windmill been important to the people of Lytham?</p>	<p><u>Year 2</u> Significant individuals Learie Constantine</p> <p>Disciplinary concept- Significance</p> <p>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.</p> <p>Key question-Why was Learie Constantine awarded the Trinity cross?</p>

<u>Year 1</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 2</u>	<u>Year 5</u>
<p>Significant Individuals Florence Nightingale and Mary Seacole (migration link)</p> <p>Disciplinary concept- Significance</p> <p>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.</p> <p>Key question-What did Florence Nightingale and Mary Seacole do that was significant?</p>	<p>Anglo Saxons</p> <p>Disciplinary concept- Evidence</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Key question-What can we learn about the Anglo Saxons from the evidence left behind at Sutton Hoo?</p>	<p>Stone Age (Childhood)</p> <p>Disciplinary concept- Change and continuity</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Key question-How did children's lives change from the Stone Age to the Bronze and Iron Age?</p>	<p>Great Fire of London</p> <p>Disciplinary concept- Causes</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Key question-What features of London, a long time ago, might have helped cause the Great Fire of London?</p>	<p>Crime and Punishment in Lancashire</p> <p>Disciplinary concept- Change and continuity</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Key question-How have punishments for crime changed in Lancashire over time?</p>

<p style="text-align: center;"><u>Year 3</u></p> <p>Local History Clifton Family and Lytham Hall</p> <p style="text-align: center;">Disciplinary concept- Significance</p> <p>Significant historical events, people and places in their own locality.</p> <p>Key question-How significant are the Clifton family to the history of Lytham?</p>	<p style="text-align: center;"><u>Year 4</u></p> <p>Vikings</p> <p style="text-align: center;">Disciplinary concept- Interpretations</p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Key question-Is it fair to describe all Vikings as brutal invaders?</p>	<p style="text-align: center;"><u>Year 4</u></p> <p>Children and the Lancashire Cotton Industry</p> <p style="text-align: center;">Disciplinary concept- Significance</p> <p>A local history study</p> <p>Key question-What role did children have in the Lancashire cotton industry?</p>	<p style="text-align: center;"><u>Year 5</u></p> <p>Mayans</p> <p style="text-align: center;">Disciplinary concept- Consequences(drought)</p> <p>A non-European society that provides contrasts with British history - Maya civilisation c. AD 900.</p> <p>Key question-How did drought affect the life of the Ancient Mayans?</p>	
<p style="text-align: center;"><u>Year 5</u></p> <p>Ancient Greece Athens and Sparta</p> <p style="text-align: center;">Disciplinary concept- Similarities and difference</p>		<p style="text-align: center;"><u>Year 6</u></p> <p>Evacuation (Link to Lytham evacuees)</p> <p style="text-align: center;">Disciplinary concept- Causes</p>	<p style="text-align: center;"><u>Year 6</u></p> <p>Ancient Civilisations (depth study-Ancient Egypt)</p> <p style="text-align: center;">Disciplinary concept- Evidence</p>	

<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Key question-What can we learn about different forms of leadership in ancient Athens and Sparta?</p>		<p>A local history study</p> <p>Key question-Why were children evacuated during World War 2?</p>	<p>A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared, e.g., Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Key Question-What were the greatest achievements of the Ancient Egyptians?</p>	
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