

	History Year Group Curriculum Overview				
	Autumn	Spring		Summer	
Historical Threads (Substantive Concepts- First order concepts)					
Migration	Childhood	Civilisations	Justice and Equality	Leaders & Pioneers	
Why have people travelled to new places or countries?	How have 'childhood' experiences and children's ways of life differed over time?	What similarities and differences have we noted between different civilisations?	How and why have people fought for justice and equality in the past?	How have leaders and people in positions of power influenced cultures and changed ways of life?	
Disciplinary Concepts – Second order concepts					
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
EYFS experiences	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.  <u>Our Home Town</u> SC: Civilisations DC: Sources and Evidence  What can I find out about my hometown? (Links to KS1/ GFOL – rows of houses, local bakery, fire station, firemen etc)		ELG: Talk about the lives of the people around them and their roles in society.  Family History: SC: Childhood DC: Historical significance  What did my grandparents have in their houses as children?  Suggested resource: Local History Questionnaires Images of 1960s and 1097s houses (in stories?)		ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Welcoming Others/ Hospitality  SC: Migration DC: Historical significance  How long have my family lived in Penwortham? Why did they move here?  Suggested texts: 'Welcome' by Barroux. 'Coming to England' by Floella Benjamin

	<p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p><u>People who lead us, e.g., Head teachers</u></p> <p>SC: Pioneers &amp; Leaders DC: Historical Significance</p> <p>How have our head teachers helped our school and our pupils?</p> <p>Suggested texts: Stories about pioneers and leaders e.g. Little People, Big Dreams books</p>	<p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>Harriet Tubman/ Black History</u></p> <p>SC: Justice and Equality DC: Historical Significance</p> <p>How did Harriet's bravery help to rescue other people from slavery?</p> <p>Suggested texts: Little People, Big Dreams: Harriet Tubman</p>	<p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p><u>People who help us, e.g., Marie Curie</u></p> <p>SC: Pioneers &amp; Leaders DC: Historical Significance</p> <p>How did Marie Curie's inventions improve people's lives?</p> <p>Suggested texts: Little People, Big Dreams: Marie Curie</p>
Year 1	<p>NC: Events beyond living memory that are significant nationally or globally.</p> <p><u>Great Fire of London</u></p> <p>Substantive concept: Civilisation Disciplinary concept: <u>Cause</u> (and consequences)</p> <p>What features of London, a long time ago, might have helped cause The Great Fire of London?</p> <p>Link to EYFS (Our hometown, small world play etc)</p>	<p>NC: Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p><u>Family History:</u></p> <p>SC: Childhood DC: Historical significance</p> <p>What toys did my grandparents play with as children?</p> <p>School Toy Museum (Staff) then School Toy Museum (children)</p> <p>Suggested texts: The Toymaker by Waddell Martin Dogger by Shirley Hughes.</p>	<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/ Black History</u></p> <p>SC: Justice and Equality DC: Historical significance</p> <p>Why did Ella feel she had to break the rules?</p> <p>Suggested texts: Little People Big Dreams Books/ YouTube videos</p>
Year 2	<p>NC: Significant historical events, people and places in their own locality.</p> <p>Substantive concept: Childhood Disciplinary concept: Historical significance</p> <p><u>Penwortham Primary School</u></p> <p>How has Penwortham Primary School changed over time?</p>	<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>Substantive concept: Leaders &amp; Pioneers Disciplinary concept: Historical significance</p> <p><u>The Wright Brothers</u></p>	<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>Substantive concept: Leaders &amp; Pioneers Disciplinary concept: Historical significance</p> <p><u>William the Conqueror</u></p>

	<p>(Lancs Archives? Local History Groups? Grandparents?)</p> <p>Person: Place: Penwortham Primary School Event:</p>	How did the Wright brothers learn how to fly?	How did William the Conqueror become king?
Year 3	<p>NC: Changes in Britain from the Stone Age to the Iron Age</p> <p><b>Substantive concept: Civilisations</b> <b>Disciplinary concept: change and continuity</b></p> <p><u>Stone Age to Iron Age</u></p> <p>What does Skara Brae tell us about life in the Stone Age?</p> <p><b>Suggested texts:</b> <b>Secret of the Stones by Tony Bradman</b></p> <p><b>Suggested Resources:</b> <b>thinkinghistory.co.uk Skara Brae resources</b></p>	<p>NC: The Roman Empire and its impact on Britain</p> <p><b>Substantive concept: Migration</b> <b>Disciplinary concept: Sources and evidence,</b></p> <p><u>Roman Ribchester</u></p> <p>What have the various discoveries and excavations revealed about life in Roman Ribchester? What role did the fort at Ribchester play in helping maintain and consolidate Roman rule in Lancashire?</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>NC: A study of the achievements of the earliest civilizations – <b>an overview</b> of where and when the first civilizations appeared (Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China; and Ancient Egypt)</p> <p><b>Substantive concept: Civilisations</b> <b>Disciplinary concept: sources and evidence</b></p> <p><u>Ancient Civilisations</u> What could we learn about Ancient Civilisations from the tombs and monuments they have left behind?</p> <p>NC: <b>A depth study</b> of Ancient Egypt <b>Substantive concept: Civilisations</b> <b>Disciplinary concept: sources and evidence,</b></p> <p><u>Ancient Civilisations (inc. Ancient Egypt)</u> What does Tutankhamun tomb reveal about Ancient Egyptian royal burials?</p>
Year 4	<p>NC: A study of an aspect or theme in British history <i>that extends pupils' chronological knowledge</i> beyond 1066, e.g. a significant turning point in British History</p> <p><b>Substantive concept: Childhood</b> <b>Disciplinary concept: Change and Continuity</b></p> <p>Lord Shaftsbury and the Ragged Schools</p> <p>How did Lord Shaftsbury's work change life for British children?</p>	<p>NC: Britain's settlement by Anglo-Saxons and Scots</p> <p><b>Substantive concept: migration</b> <b>Disciplinary concept: sources and evidence</b></p> <p><u>Sutton Hoo</u></p> <p>What does Sutton Hoo tell us about Anglo-Saxon life? How did Christianity arrive in Britain?</p> <p><b>Suggested texts:</b> <b>Anglo Saxon Boy by Tony Bradman</b></p>	<p>NC: A non-European society that provides contrasts with British history: Maya civilisation c. AD 900.</p> <p><b>Substantive concept: civilisation</b> <b>Disciplinary concept: sources and evidence</b></p> <p><u>Maya monuments</u></p> <p>What were the challenges of living in a rainforest for the Ancient Maya?</p> <p>What helped to cause the collapse of</p>

			<p>the Mayan Empire? (Drought theory)</p> <p><i>Suggested texts and resources:</i>  <i>National Geographic: Technology, Rainwater, and the Survival of the Maya</i>  <a href="https://education.nationalgeographic.org/resource/technology-rainwatersurvival-maya/">https://education.nationalgeographic.org/resource/technology-rainwatersurvival-maya/</a>  <a href="https://www.latinamericanstudies.org/maya/chultun-2.jpg">https://www.latinamericanstudies.org/maya/chultun-2.jpg</a></p>
Year 5	<p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Substantive concept:</b> migration</p> <p><b>Disciplinary concept:</b> historical interpretations</p> <p><u>The Vikings</u></p> <p>Is it fair to describe all Vikings as brutal invaders?</p> <p><b>Resources:</b>  Romans, Anglo-Saxons and Vikings timeline  LPDS materials</p> <p><b>Suggested texts:</b>  The Chessmen Thief by Barbara Henderson</p>	<p>NC: A study of an aspect or theme (exploration) in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>Crime and Punishment</u></p> <p><b>SC:</b> Justice &amp; Equality</p> <p><b>DC:</b> Sources and Evidence</p> <p><b>Focus Case Study: A football club break-in</b></p> <p>How have punishments for crimes, in Lancashire, changed over time?  (Link to poverty, childhood punishment &amp; equality)</p>	<p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b>Substantive concept:</b> Leaders &amp; Pioneers</p> <p><b>Disciplinary concept:</b> similarity and difference</p> <p><u>Ancient Greece – life, achievements and it's legacy.</u></p> <p>How did leadership styles differ between Ancient Athens and Sparta?  As a society, how have we been influenced by Athenian democracy?</p> <p><b>Resources:</b>  LPDS materials</p> <p><b>Suggested Texts:</b> The Wolf-Girl, the Greeks and the Gods: a Tale of the Persian Wars by Tom Holland and Jason Cockcroft</p>

## Year 6

NC: A study of an aspect or theme in British history *that extends pupils' chronological knowledge* beyond 1066 e.g. a turning point in British history

NC: A local history study

**Substantive concept: Justice & Equality**

**Disciplinary concept: Causes**

The Suffrage Movement

Why did some women refuse to fill out the census in 1911?

Case Study: Selena Cooper

**Resources:**  
LPDS materials

NC: A study of an aspect or theme in British history *that extends pupils' chronological knowledge* beyond 1066 e.g. a turning point in British history

NC: A local history study

WWII Evacuation

**Substantive concept: childhood, migration**

**Disciplinary concept: causes**

Evacuee experiences in Britain:

What caused the mass evacuation of children during WW2?

What happened to children in Penwortham during WWII?

**Suggested Text:**  
Goodnight Mister Tom by Michelle Magorian

NC: A local history study

**Substantive concept: Civilisations**

**Disciplinary concept: Historical Significance**

Preston Football Heroes:

Tom Finney, Arthur Wharton, The Invincibles and Preston North End

How significant has PNE been for the people of Preston and surrounding areas?

**Suggested Text:**

Our history long-term plan is based around the National Curriculum. Units are supported by material selected from Lancashire LPDS, Lancashire Archives, BBC Teach, The English Heritage Website, Thinking History, our school scheme and support from Lancashire Consultants.