



















# History Overview

|               | Autumn Term  | Spring Term   | Summer Term  |
|---------------|--|---|--|
| <b>EYFS</b>   | See separate document  |   |  |
| <b>Year 1</b> | <b>Significant Events</b><br>Travel and Transport<br>                         | <b>Significant Individual</b><br>Henry Trengrouse<br>          | <b>Change</b><br>Toys and Games<br>                         |
| <b>Year 2</b> | <b>Significant Events</b><br>Great Fire of London<br>                         | <b>Significant Individuals</b><br>Florence Nightingale<br>     | <b>Significant Events</b><br>Flora Day<br>                  |
| <b>Year 3</b> | <b>Civilisations</b><br>Ancient Egypt<br>                                    | <b>British History</b><br>The Stone Age<br>                  | <b>British History</b><br>Tin Mining in Cornwall<br>       |
| <b>Year 4</b> | <b>British History</b><br>The Roman Empire and<br>Its Impact on Britain<br> | <b>Civilisations</b><br>The Maya<br>                        | <b>British History</b><br>Anglo-Saxons and<br>Vikings<br> |
| <b>Year 5</b> | <b>British History</b><br>Norman Conquest<br>                               | <b>Significant Events</b><br>Industrial Revolution<br>       | <b>Civilisations</b><br>Ancient Greece<br>                |
| <b>Year 6</b> | <b>British History</b><br>History beyond 1066<br>World War 2<br>            | <b>Significant Individuals</b><br>Civil Rights Movement<br> | <b>Civilisations</b><br>Kingdom of Benin<br>              |

## Historical Concepts

| Concept                              | Definition  |
|--------------------------------------|---|
| <b>Invaders</b>                      | A person or group that invades a country, region or other place.  |
| <b>Settlements and Civilisations</b> | <i>Settlements</i> - a place, typically one that has previously been uninhabited, where people establish a community.<br><i>Civilisations</i> - the stage of human social and cultural development and organisation that is considered most advanced. |
| <b>Progress and Change</b>           | Advancement and adaptation through newly acquired knowledge, understanding or technology.   |
| <b>Religion and Beliefs</b>          | Religion - a particular system of faith and worship.<br>Beliefs - trust, faith or confidence in (someone or something).   |
| <b>Historical Figures</b>            | A person who has made an impact in his or her own time or who has had their significance recognised since.  |
| <b>Lifestyles</b>                    | The way in which a person lives.  |
| <b>Conflict</b>                      | A serious disagreement or argument, typically a protracted one.   |

## Second Order Concepts

| Concept                          | Definition (Ofsted Research Review History 2021)   |
|----------------------------------|--|
| <b>Cause</b>                     | The way historians analyse how and why events or states of affairs occurred or emerged. Pupils will select and combine information that might be deemed a cause and shape it into a coherent causal explanation. To build effective causal arguments, pupils require secure substantive knowledge of the event or process before seeking to explain the causes. An effective causation enquiry is likely to develop rich and secure substantive knowledge of the specific event or process across a series of lessons. |
| <b>Consequence</b>               | Pupils discern, summarise, characterise or classify consequences of an event or development. This is unlikely to be worthwhile or successful unless pupils are working with broad, secure knowledge of pertinent developments in the period.   |
| <b>Change and Continuity</b>     | The historical analysis of the pace, nature and extent of change, or characterisation of a process of change. Enquiry questions are likely to be most effective when they clearly get pupils thinking and arguing about one aspect of change or continuity in a historical period.   |
| <b>Similarity and difference</b> | The historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period. Learning about similarity and difference often involves detecting and analysing generalisations.   |
| <b>Historical significance</b>   | Focuses on how and why historical events, trends and individuals are ascribed historical significance. Pupils require in-depth knowledge in order to learn or understand disciplinary knowledge about significance. This includes knowledge about the event or period studied and the period in which significance has been ascribed.  |
| <b>Sources and evidence</b>      | Pupils need to learn how historians use sources as evidence to construct, challenge or test claims about the past. Pupils must learn to use sources to establish evidence for a specific historical question. The breadth of pupils' knowledge is developed by encounters with a wide range of sources and source types, including objects, oral histories and artefacts, as well as written sources. Pupils need to study diverse non-textual sources such as music, oral tradition, folksong or photography          |
| <b>Historical interpretation</b> | An understanding of how and why different accounts of the past are constructed. Experience of working with a wide range of interpretations, and examining their construction, audience, purpose and form, can support pupils with other aspects of disciplinary thinking, for example by teaching them about the relationships between sources, evidence, context and interpretations.   |

