



St Peter's C of E Primary School
History Long Term Overview

'Let Your Light Shine'

Matthew 5:16

History EYFS

Understanding the World ELG: Past and Present

EYFS	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • All about me- sharing pictures and stories about members of their family and people who are important to them. Talking about a special time in their life. Recognising the difference between past and present in their lives including birthdays. • Seasonal Changes- Days, months, seasons. • Bonfire Night- Stories about Guy Fawkes and why Bonfire night is celebrated. Talking about the past. • Remembrance Day/Sunday- Why do we remember? Who are we remembering? What happened in wars? Why do we see people wearing a poppy? • Family trees- explore through the context of the book 'Stickman'. • People who are important to me • Artefacts- old toys 	<ul style="list-style-type: none"> • Shrove Tuesday- What do we do on this day? Why do we do this? • St George's Day- Who was St George? Why do we remember him? How long ago did he live? • SPOT (Special Person of the Day)- Children talk about events in their own lives or objects that are special to them and share with the class. • Past and Present- To look at differences between the past and present, e.g. when they were little to now. Understand changes in their own personal timeline. • Explorers- Listen to a story about a famous person who was a polar explorer (Shackleton). Learn about the Inuit people and their way of live/traditions and culture. 	<ul style="list-style-type: none"> • Dinosaurs- How long ago were dinosaurs around? Vocabulary to do with the past, the story of Mary Anning. • People Who Help Us • Artefacts from home

History Key Stage 1 – Cycle A

History Key Stage 1 – Cycle A											
KS1		Autumn		Spring		Summer					
		Key Concepts		<p style="text-align: center;">Remembrance Day</p> <p style="text-align: center;">Why do we remember?</p> <ul style="list-style-type: none"> • What are we remembering? • Significant events, people and places in our own locality. <p style="text-align: center;">Explorers</p> <p style="text-align: center;">Who do you admire the most- Christopher Columbus, Neil Armstrong or Alyssa Azar?</p> <ul style="list-style-type: none"> • Significant individuals in the past who have contributed to national and international achievements- a comparison study between different time periods. 		<p style="text-align: center;">Technology- then and now</p> <p style="text-align: center;">What technology did my grandparents/parents have?</p> <ul style="list-style-type: none"> • Changes within living memory revealing aspects of change in national life. 		<p style="text-align: center;">Seaside Holidays through the years</p> <p style="text-align: center;">How were seaside holidays different in the past?</p> <ul style="list-style-type: none"> • A comparison of Blackpool in the past to now. Explore the differences in entertainment and clothing. • Significant historical events, people and places in their locality . • Visit to Blackpool. 			
Cross Curricular History				<p>Substantive concepts</p> <p>Achievement & Legacy</p>		<p>Disciplinary concepts</p> <p>Significance</p> <p>Similarity & Difference</p>		<p>Substantive concepts</p> <p>Daily Life & Society</p>		<p>Disciplinary concepts</p> <p>Change & Continuity</p> <p>Similarity & Difference</p>	
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History Lower Key Stage 2 – Cycle A

LKS2		Autumn	Spring	Summer	
Key Concepts		<p><u>Britain's settlement by Anglo-Saxons and Scots</u> Why did the Anglo-Saxons come to Britain?</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 	<p><u>Britain's settlement by Vikings</u> The Vikings- ruthless raiders or peaceful settlers?</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England 	<p><u>A local history study- Lancashire Cotton Industry and links to the slave trade</u> How important was the cotton industry to Lancashire?</p> <ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	
		<p><u>Substantive Concepts</u> Invasion Civilisation&Settlement</p>	<p><u>Disciplinary concepts</u> Cause & Consequence</p>	<p><u>Substantive Concepts</u> Invasion Power & Rule</p>	<p><u>Disciplinary concepts</u> Evidence Interpretation</p>
Cross Curricular History		English- Non Chronological Report unit on Anglo-Saxons.			

History Upper Key Stage 2 – Cycle A

History Upper Key Stage 2 – Cycle A					
UKS2	Autumn		Spring		Summer
	<p style="text-align: center;"><u>World War Two (with a focus on the Home Front)</u></p> <p style="text-align: center;">What was life like for people who lived through WW2?</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 		<p style="text-align: center;"><u>Ancient Greece</u></p> <p style="text-align: center;">What have the Greeks ever done for us?</p> <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world. 		
Key Concepts	<p><u>Substantive Concepts</u></p> <p>Invasion Legacy Daily Life & Society</p>	<p><u>Disciplinary concepts</u></p> <p>Cause & Consequence Significance Interpretation</p>	<p><u>Substantive Concepts</u></p> <p>Achievement & Legacy Power & Rule Civilisation & Settlement</p>	<p><u>Disciplinary concepts</u></p> <p>Similarity & Difference Evidence</p>	
Cross Curricular History	<p>English: Anne Frank text Friend or Foe text War Poetry Rose Blanche (Y6) Harriet Tubman (Y6)</p>		<p>English: Hidden Figures: The True Story of Four Black Women and the Space Race Greek Myths Science: Significant individuals (Tim Peake) Art: Greek pots</p>		

History Key Stage 1 – Cycle B

History Key Stage 1 – Cycle B						
KS1	Autumn		Spring		Summer	
KS1	<p style="text-align: center;">Remembrance Day</p> <p style="text-align: center;">Why do we remember?</p> <ul style="list-style-type: none"> Why do we remember? What are we remembering? Significant events, people and places in our own locality. <p style="text-align: center;">Significant people</p> <p style="text-align: center;">Why are Learie Constantine and Marcus Rashford good role models to others?</p> <ul style="list-style-type: none"> Significant individuals in the past who have contributed to national and international achievements. 		<p style="text-align: center;">Toys</p> <p style="text-align: center;">How are the toys I play with different to those from the past?</p> <ul style="list-style-type: none"> Changes within living memory (revealing aspects of change in national life). 		<p style="text-align: center;">The Great Fire of London</p> <p style="text-align: center;">Who/What was to blame for the Great Fire of London?</p> <ul style="list-style-type: none"> Events beyond living memory. 	
Key Concepts	<p>Substantive Concepts</p> <p>Achievement & Legacy Equality</p>	<p>Disciplinary concepts</p> <p>Similarity & Difference Significance</p>	<p>Substantive Concepts</p> <p>Daily Life & Society</p>	<p>Disciplinary concepts</p> <p>Change & Continuity Similarity & Difference</p>	<p>Substantive Concepts</p> <p>Legacy</p>	<p>Disciplinary concepts</p> <p>Cause & Consequence</p>
Cross Curricular History	Little People, Big Dreams text about Marcus Rashford				English: The Great Fire of London text A walk in London	

History Lower Key Stage 2 – Cycle B

History Lower Key Stage 2 – Cycle B					
LKS2	Autumn		Spring		Summer
LKS2	<p><u>Changes in Britain from the Stone Age to the Iron Age</u> Would you prefer to live in the Stone or Iron Age?</p> <ul style="list-style-type: none"> • How did Britain change through the ages? • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 		<p><u>An overview of the achievements of the earliest civilisations and a depth study of the Ancient Egyptians.</u></p> <p>What made the Ancient Egyptian civilisation a success?</p>		
Key Concepts	<p><u>Substantive Concepts</u> Civilisation & Settlement Daily Life & Society</p>	<p><u>Disciplinary concepts</u> Change & Continuity Similarity & Difference</p>	<p><u>Substantive Concepts</u> Achievement & Legacy Civilisation & Settlement</p>	<p><u>Disciplinary concepts</u> Significance Evidence</p>	
Cross Curricular History	<p>English: Stone Age Boy (Y3/4) The First Drawing (Y3)</p>		<p>English: Cinderella of the Nile (Y3) Storytelling Nera (Y3 Class read) Escape from Pompeii (Y4)</p> <p>Art: Linked to Egyptians</p>		

History Upper Key Stage 2 – Cycle B

History Upper Key Stage 2 – Cycle B					
UKS2		Autumn	Spring		Summer
Key Concepts		Substantive Concepts	Disciplinary concepts	Substantive Concepts	Disciplinary concepts
		Invasion Achievement & Legacy Power & Rule	Cause & Consequence Change	Achievement & Legacy Equality Civilisation & Settlement	Evidence Interpretation
Cross Curricular History		<p>Art: Roman Mosaics/Roman Villas</p> <p>English: Harriet Tubman War Poetry</p>		<p>English: History in Infographics- The Maya (Historical non-chronological report)</p>	
		<p><u>The Roman Empire and its impact on Britain</u> Why did the Romans invade Britain and how successful were they?</p> <ul style="list-style-type: none"> The power of the Roman Empire and army and invasions of Britain. British resistance, Boudicca. The legacy of Ancient Rome. 	<p><u>Mayan civilisation c. AD 900;</u> Savages or civilized? What were the Maya really like?</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history. 		

