

# Langrish Primary School

## History Yearly Overview: EYFS and KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS</p> <ul style="list-style-type: none"> <li>Identify</li> <li>Recognise</li> <li>Describe</li> <li>Observe</li> <li>Recall</li> <li>Sequence</li> <li>Compare and contrast</li> </ul>		<p>Remembrance</p> <p><b>ELG: See below</b></p> <p>Key question: Why do we wear poppies?</p> <p>Key historical concepts covered:</p> <p>Similarity and difference</p> <p>Significance</p>	<p>The Queen's Crown</p> <p><b>ELG: See below</b></p> <p>Key question: What is a crown and who wears one?</p> <p>Key historical concepts covered:</p> <p>Continuity and change</p> <p>Similarity and difference</p> <p>Sources</p> <p>Chronology</p>			<p>Same but different</p> <p><b>ELG: See below</b></p> <p>Key questions:</p> <ul style="list-style-type: none"> <li>What is it?</li> <li>What was it used for?</li> <li>Why was it needed?</li> <li>Where does it come from?</li> <li>Do we use it / them today?</li> <li>How has the object changed?</li> </ul> <p>Key historical concepts:</p> <p>Continuity and change</p> <p>Similarity and difference</p> <p>Sources</p> <p>Chronology</p>
<p>Year 1</p> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>Recognise</li> <li>Identify</li> <li>Describe</li> <li>Observe</li> <li>Select</li> </ul>		<p>Who was Mary Ellis and why was she significant?</p> <p>Who was Mae Jenkinson and what is the same / different between the two of them?</p> <p>How typical were the achievements of these ladies at the time?</p>		<p>How do we know so much about what happened in the Great Fire of London?</p> <p><b>Significant events</b></p> <p>Open Box Theatre workshop</p>		<p>How do our favourite toys and games compare with those of children in the 1960's?</p> <p><b>Changes within living memory</b></p> <p>Visit: SEARCH Gosport</p>

		<p>Key historical concepts: Chronology Historical enquiry Historical significance</p>		<p>Key historical concepts: Chronology Characteristic features Continuity and change Cause and consequence Historical interpretation Historical enquiry</p>		<p>Key historical concepts: Chronology Continuity and change</p>
<p><b>Year 2</b> <u>Disciplinary knowledge</u> Categorise Classify Sequence Compare and contrast Recall Reason / Speculate</p>		<p>Why is the history of my locality important? To include - WW1 and WW2 link to people in Petersfield – focus on war memorial</p> <p><b>Significant historical events, people and places in their own locality –</b></p> <p>Tour of Petersfield from learning officer at Petersfield Museum</p> <p>Key historical concepts: Chronology Characteristic features Continuity and change Historical enquiry</p>		<p>What does it take to become a great explorer?</p> <p><b>Significant individuals</b></p> <p>Open box theatre visit – The Moon Landings</p> <p>Key historical concepts: Chronology Continuity and change Cause and consequence Historical significance Historical enquiry</p>	<p>Titanic – Triumph or tragedy?</p> <p><b>Significant historical events</b> <b>Significant individuals – Captain Smith (Southampton)</b></p> <p>Visit: Sea City Southampton</p> <p>Key historical concepts: Chronology Continuity and change Cause and consequence Historical interpretation Historical enquiry</p>	

EYFS:

Understanding the World

Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society – [The Queen’s Crown](#)

- Know some similarities and differences between things in the past and now – drawing on their experiences and what has been read in class; - [Remembrance, The Queen's Crown, Same but different](#)
- Understand the past through settings, characters and events encountered in books read in class and storytelling; [The Queen's Crown. Same but different](#)

Links to development matters (from September 2021)

History overtly starts with Reception aged children.

Reception aged children will need opportunities to:

- Comment of images in the past
- Visit local areas of historical importance
- Handle artefacts
- Begin to organise events using basic chronology
- Develop an understanding of the past and present
- Explore similarity and difference
- Consider how life was different in the past
- Listen to accounts in the past
- Recognise that life was different in the past
- Listen to accounts from the past

- Recognise that life was different before they were born
- Compare and contrast characters from stories, including those from the past

### Key Stage One: History Curriculum

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Covered in Year 1 – Toys

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Covered in Year 1 – Great Fire of London

Covered in Year 2 - Titanic

- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Covered in Year 1 – Mary Ellis / Mae Jenkinson

Covered in Year 2 – Explorers – Neil Armstrong, Ibn Battuta, Christopher Columbus

- Significant historical events, people and places in their own locality.

Covered in Year 2 – Petersfield and Titanic

# Langrish Primary School

## History Yearly Overview: KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 3</b></p> <p><u>Disciplinary knowledge</u> As above and Summarise Synthesise Explain Demonstrate understanding</p>		<p>How did the lives of Britons change from the Stone age to the Iron Age? How do artefacts help us to understand the lives of people in the Iron Age Britain? How do artefacts help us to understand the lives of the people in Iron Age Britain?</p> <p><b>Changes in Britain from the Stone Age to the Iron Age</b> Butser Hill <b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>Key historical concepts: Chronology Characteristic features Continuity and change Historical enquiry</p>			<p>The Celts How did the arrival of the Romans change Britain?</p> <p><b>The Roman Empire and its impact on Britain</b></p> <p>Roman Day to be held in school</p> <p>Key historical concepts: Chronology Characteristic features Continuity and change Cause and consequence Historical significance Historical interpretation Historical enquiry</p>	<p>Why did the Mary Rose sink?</p> <p><b>A study of an aspect of history dating from a period beyond 1066 that is significant in the locality.</b></p> <p>Key historical concepts: Similarity and difference (Titanic) Cause and consequence Historical enquiry Historical significance Interpreting historical sources</p>
<p><b>Year 4</b></p> <p><u>Disciplinary knowledge</u> Summarise Synthesise Explain</p>			<p>How do we know about the Anglo Saxons?</p>	<p>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</p>		<p>Why were castles so important to the Normans?</p> <p><b>A study of an aspect or theme in British history</b></p>

<p>Demonstrate understanding Empathise</p>			<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Visit: Winchester Cathedral</p> <p>Key historical concepts: Chronology Characteristic features Historical significance Historical interpretation Historical enquiry</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Key historical concepts: Chronology Characteristic features Cause and consequence Historical interpretation Historical enquiry</p>		<p>that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history dating from a period beyond 1066</p> <p>Key historical concepts: Chronology Characteristic features Continuity and change Historical interpretation Historical enquiry</p>
<p>Year 5 Disciplinary knowledge Empathise Reach informed judgements Make reasoned judgements Justify Apply Evaluate Evaluate Critique Hypothesise</p>	<p>Why did Britain once rule the largest empire the world has ever seen?</p> <p>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Key historical concepts: Continuity and change Cause and consequence Historical significance Historical enquiry</p>		<p>Migration: Why did migrants come to Britain? What were the experiences of migrants in Britain? What was the impact of migration to Britain?</p> <p>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Key historical concepts: Continuity and change Cause and consequence Historical significance Historical enquiry</p>	<p>Why did the ancient Maya change their way of life?</p> <p>The study of a non-European society that provides contrasts with British history – Mayan civilization</p> <p>Open box theatre – Workshop</p> <p>Key historical concepts: Characteristic features Continuity and change Cause and consequence</p>		

<p>Year 6</p> <p><u>Disciplinary knowledge</u></p> <p>Empathise</p> <p>Reach informed judgements</p> <p>Make reasoned judgements</p> <p>Justify</p> <p>Apply</p> <p>Evaluate</p> <p>Evaluate</p> <p>Critique</p> <p>Hypothesise</p>			<p>What happened to the boy behind the golden mask?</p> <p>Earliest Civilizations – Ancient Egypt</p> <p>Visit: Haslemere Museum</p> <p>Key historical concepts:</p> <p>Historical significance</p> <p>Characteristic features</p> <p>Continuity and change</p> <p>Cause and consequence</p>		<p>The story of the Trojan Horse: historical fact, legend or classical myth?</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>What was the Greeks most significant legacy?</p> <p>Key historical concepts:</p> <p>Historical enquiry</p> <p>Historical interpretation</p> <p>Cause and consequence</p>	<p>Why was winning the Battle of Britain in 1940 so important?</p> <p>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Key historical concepts:</p> <p>Cause and consequence</p> <p>Historical significance</p> <p>Historical interpretation</p> <p>Historical enquiry</p>
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## Key Stage Two: History Curriculum

Pupils should be taught about:

- **Changes in Britain from the Stone Age to the Iron Age**  
Covered in Year 3
- **The Roman Empire and its impact on Britain**  
Covered in Year 3
- **Britain's settlement by Anglo-Saxons and Scots**  
Covered in Year 4
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  
Covered in Year 4
- **A local History study**  
Covered in Year 3 – Mary Rose  
Covered in Year 4 – Anglo Saxons (Winchester)
- **A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066**  
Covered in Year 4 – Normans  
Covered in Year 5 – Empire of Britain, Migration  
Covered in Year 6 – Battle of Britain
- **The achievements of the earliest civilizations – in depth study**  
Covered in Year 6 Ancient Egypt
- **Ancient Greece**  
Covered in Year 6 (Trojan Horse)
- **A non-European society that provides contrasts with British history – Mayan Civilization**  
Covered in Year 5

