

Langrish Primary School

History Yearly Overview: EYFS and KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Remembrance Understanding of the world Key question: Why do we wear poppies? Key historical concepts covered: Similarity and difference Significance	The King's Crown Understanding of the world Key question: What is a crown and who wears one? Key historical concepts covered: Continuity and change Similarity and difference Sources Chronology Substantive concepts: Monarchy		Chat mats Understanding of the world Key questions: What is it? What was it used for? Why was it needed? Where does it come from? Do we use it / them today? How has the object changed? Who are they? Are they alive? Key historical concepts: Continuity and change Similarity and difference Sources Chronology	
Year 1		How do our favourite toys and games compare with those of children in the 1960's? Changes within living memory Key historical concepts: Chronology Continuity and change Substantive concept: Trade		How do we know so much about what happened in the Great Fire of London? Significant events Open Box Theatre workshop Key historical concepts:		Significant Women: Mae Jemison and Mary Ellis Who were they and why were they significant? What is the same / different between the two of the them?

				<p>Chronology</p> <p>Characteristic features</p> <p>Continuity and change</p> <p>Cause and consequence</p> <p>Historical interpretation</p> <p>Historical enquiry</p> <p>Substantive concepts:</p> <p>Legacy, trade and monarchy</p>		<p>How typical were the achievements of these ladies at the time?</p> <p>Key historical concepts:</p> <p>Chronology</p> <p>Historical enquiry</p> <p>Historical significance</p> <p>Substantive concepts:</p> <p>Legacy and monarchy</p>
Year 2		<p>How has the High Street in Petersfield changed?</p> <p>What does a war memorial tell historians?</p> <p>To include - WW1 and WW2 link to people in Petersfield – focus on war memorial</p> <p>Significant historical events, people and places in their own locality –</p> <p>Key historical concepts:</p> <p>Chronology</p> <p>Characteristic features</p> <p>Continuity and change</p> <p>Historical enquiry</p> <p>Substantive concepts:</p> <p>Trade</p>		<p>What does it take to become a great explorer?</p> <p>Significant individuals</p> <p>Open box theatre visit – The Moon Landings</p> <p>Key historical concepts:</p> <p>Chronology</p> <p>Continuity and change</p> <p>Cause and consequence</p> <p>Historical significance</p> <p>Historical enquiry</p> <p>Substantive concepts:</p> <p>Trade, monarchy, legacy</p>	<p>Titanic – Triumph or tragedy?</p> <p>Significant historical events</p> <p>Significant individuals – Captain Smith (Southampton)</p> <p>Visit: Sea City Southampton</p> <p>Key historical concepts:</p> <p>Chronology</p> <p>Continuity and change</p> <p>Cause and consequence</p> <p>Historical interpretation</p> <p>Historical enquiry</p> <p>Substantive concepts:</p> <p>Legacy, migration, monarchy</p>	

EYFS:

Understanding the World

Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society – [The King'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 King's Crown](#), [Chat Mats](#)
- Understand the past through settings, characters and events encountered in books read in class and storytelling; [The King's Crown](#), [Chat Mats](#)

Links to development matters (from September 2021)

History overtly starts with Reception aged children.

Reception aged children will need opportunities to:

- Comment on 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 Jemison

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

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History Yearly Overview: KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Why did the Mary Rose sink?</p> <p>A study of an aspect of history dating from a period beyond 1066 that is significant in the locality.</p> <p>Key historical concepts: Similarity and difference (Titanic) Cause and consequence Continuity and change Historical enquiry Historical significance Interpreting historical sources Substantive concepts: Monarchy, legacy and invasion</p>		<p>How did Britain change during Prehistory? Changes in Britain from the Stone Age to the Iron Age</p> <p>Key historical concepts: Chronology Characteristic features Continuity and change Historical enquiry</p> <p>Substantive concepts: Monarchy, religion, invasion, migration, trade and legacy</p>		<p>Which of the Roman achievements had the most significant impact on Britain?</p> <p>The Roman Empire and its impact on Britain</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 Substantive concepts: monarchy, religion, invasion, trade and legacy</p>	
Year 4		<p>Did Britain benefit from the settlement of the Anglo Saxons and Scots more than the Romans? 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>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</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</p>		<p>Why was the Battle of Hastings so significant? What was the legacy of the Normans? (2-3 sessions) Significant individuals (3-4 sessions) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history dating</p>

		Substantive concepts: monarchy, religion, legacy, trade, invasion and migration		Cause and consequence Historical interpretation Historical enquiry Substantive concepts: monarchy, religion, legacy, trade, invasion and migration		from a period beyond 1066 Key historical concepts: Chronology Characteristic features Continuity and change Historical interpretation Historical enquiry Substantive concepts: Monarchy, legacy, migration and invasion
Year 5	<p>What was the British Empire and how does it compare to the Roman Empire?</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>Substantive concepts: Monarchy, trade, legacy and migration</p>		<p>The story of migration to Britain.</p> <p>What is migration?</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>Substantive concepts: trade, legacy, migration and religion</p>		<p>Were the Vikings more advanced than the Maya?</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>Substantive concepts: monarchy, religion, legacy, trade, invasion and migration</p>	

Year 6	<p>What have the Ancient Greeks ever done for us?</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Key historical concepts: Historical enquiry Historical interpretation Cause and consequence</p> <p>Substantive concepts: monarchy, religion, legacy, trade, invasion and migration</p>		<p>What were the achievements of the Ancient Egyptians?</p> <p>Earliest Civilizations – Ancient Egypt</p> <p>Visit: Haslemere Museum</p> <p>Key historical concepts: Historical significance Characteristic features Continuity and change Cause and consequence</p> <p>Substantive concepts: monarchy, religion, legacy, trade, invasion and migration</p>		<p>How does crime and punishment change from Anglo-Saxons to the 20th century?</p> <p>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Key historical concepts: Cause and consequence Historical significance Historical interpretation Historical enquiry</p> <p>Substantive concepts: Monarchy and religion</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 – Crime and Punishment (Anglo-Saxons to the 20th century)
- **The achievements of the earliest civilizations – in depth study**
Covered in Year 6 Ancient Egypt
- **Ancient Greece**
Covered in Year 6
- **A non-European society that provides contrasts with British history – Maya Civilisation**
Covered in Year 5