

History Unit and Concept Overview 2023/24

| | | Autumn | Spring | Summer |
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| EYFS | | <p>The foundations of key historical concepts such as similarity and difference, significance and change and continuity are explored in EYFS through the specific area of learning: 'Understanding the World'.</p> <p>Children in Early Years work toward the following Early Learning Goals: <u>ELG: Past and Present</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>ELG: People, Culture and Communities</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p><u>ELG: The Natural World</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | |
| | | Autumn | Spring | Summer |
| Year 1 | Unit | Changes in my lifetime (Autumn 2) | Changes in my local area (Spring 2) | Explorers and adventurers (Summer 2) |
| | Enquiry Question | What has happened in my lifetime that I can remember? | How has the local area changed in my lifetime? | How have explorers in history affected our lives? |
| | Concepts | Sources and evidence Interpretation Significance Change and continuity | Sources and evidence Interpretation Change and continuity Cause Consequence | Sources and evidence Significance Interpretation Change and continuity Cause Consequence |

| | | Autumn | Spring | Summer |
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| Year 2 | Unit | Significance (Autumn 1) | The Great Fire of London (Spring 1) | Significant Women in History (Summer 1) |
| | Enquiry Question | What makes a person/event significant? (Grace Darling, Guy Fawkes, Remembrance) | Why is the Great Fire of London a significant event in British History? | How did Emily Davison and Rosa Parks make a difference to how people are treated? |
| | Concepts | Sources and evidence Significance Interpretation Change and continuity Cause and Consequence Similarity and Difference | Sources and evidence Interpretation Change and continuity Cause and Consequence Similarity and Difference | Sources and evidence Significance Change and continuity Similarity and Difference |
| Year 3 | Unit | Prehistoric Britain (Autumn 1) | Romans (Spring 1) | The changing power of monarchs (Summer 1) |
| | Enquiry Question | How did life change in Britain from the Stone Age, Iron Age and Bronze Age? | What did the Romans do for Britain? | How has the power of the monarch changed over time? |
| | Concepts | Sources and evidence Change and continuity Cause and Consequence | Sources and evidence Significance Interpretation Change and continuity Cause and Consequence Similarity and Difference | Chronology Significance Change and Continuity Similarity and Difference |
| Year 4 | Unit | Anglo-Saxons (Autumn 2) | Vikings (Spring 2) | Coal Mining (Summer 2) |
| | Enquiry Question | What were the consequences/impact of the Romans withdrawing? Who were the Anglo-Saxons and why did they invade and settle in Britain? | Who were the Vikings and why did they come to Britain? | How did coal mining contribute to the development of Ashington? |
| | Concepts | Sources and evidence Change and continuity Cause and Consequence Similarity and Difference | Sources and evidence Change and continuity Cause and Consequence Similarity and Difference Interpretation | Sources and evidence Significance Interpretation Cause and Consequence |

| | | Autumn | Spring | Summer |
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| Year 5 | Unit | Crime and Punishment (Autumn 2) | Ancient Egypt (Spring 2) | World War 2 (Summer 2) |
| | Enquiry Question | How and why has crime and punishment changed over time? | Why did the Ancient Egyptian Civilization last for so long? | Why was the Battle of Britain a significant turning point in WWII? |
| | Concepts | Sources and evidence Significance Interpretation Change and continuity Cause and Consequence | Sources and evidence Significance Interpretation | Sources and evidence Significance Interpretation Cause and Consequence |
| Year 6 | Unit | Ancient Greece (Autumn 1) | Kingdom of Benin (Spring 1) | Sources (Summer 1) |
| | Enquiry Question | How have the achievements of the ancient Greeks influenced modern society? | Why was the Kingdom of Benin so successful? | How have sources of information changed across the centuries? |
| | Concepts | Sources and evidence Significance Interpretation Change and continuity Similarity and Difference | Sources and evidence Interpretation Change and continuity Cause and Consequence Similarity and Difference Significance Chronology | Sources and evidence Interpretation Change and continuity Cause and Consequence Similarity and Difference Significance Chronology |