**History Unit and Concept Overview 2021/22 *(New history curriculum planning beginning in Spring 2022)***

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|  | | **Autumn**  **(Units being revised for Autumn 2022)** | **Spring** | | **Summer** | |
| EYFS | | 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’.  Children in Early Years work toward the following Early Learning Goals:  ELG: 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;  - 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.  ELG: People, Culture and Communities  Children at the expected level of development will:  - 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.  ELG: The Natural World  Children at the expected level of development will:  - 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**  **(Units being revised for Autumn 2022)** | **Spring** | | **Summer** | |
| Year 1 | Unit | **Changes in lifetime** | **Changes in my local area** | | **Explorers and adventurers** | |
| 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 | |
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| Year 2 | Unit | **Grace Darling** | **The Great Fire of London** | | **Important Monarchs** | |
| Enquiry Question | What makes a person/event significant? | Why is the Great Fire of London a significant event in British History? | | How were the lives of Queen Victoria and Queen Elizabeth II the same and different? | |
| Concepts | Sources and evidence  Significance  Interpretation  Change and continuity  Consequence  Similarity and Difference | Sources and evidence  Interpretation  Change and continuity  Cause  Consequence  Similarity and Difference | | Sources and evidence  Significance  Change and continuity  Similarity and Difference | |
| Year 3 | Unit | **Prehistoric Britain** | **Important people in History** | | **Romans** | |
| Enquiry Question | How did life change in Britain from the Stone Age, Iron Age and Bronze Age? | Why do you think that it is important to remember these people and others like them? | | What did the Romans do for Britain? | |
| Concepts | Sources and evidence  Change and continuity  Cause  Consequence | Sources and evidence  Significance  Interpretation  Cause  Consequence  Similarity and Difference | | Sources and evidence  Significance  Interpretation  Change and continuity  Cause  Consequence  Similarity and Difference | |
| Year 4 | Unit | **Anglo-Saxons and Vikings** | **Vikings** | **Battle of Hastings 1066** | **Industrial Revolution** | **Coal Mining** |
| Enquiry Question | Who were the Anglo-Saxons and why did they come to Britain?  Who were the Vikings and why did they come to Britain? | Who changed Britain the most, the Romans, Anglo- Saxons or Vikings? | Why is the Battle of Hastings a significant event in History? | The Victorian Ear: Dark Age or Golden Age? | How did coal mining contribute to the development of Ashington? |
| Concepts | Sources and evidence  Change and continuity  Cause  Consequence  Similarity and Difference | Sources and evidence  Change and continuity  Cause  Consequence  Similarity and Difference  Interpretation | Sources and evidence  Significance  Cause  Consequence  Similarity and Difference | Sources and evidence  Significance  Change and continuity  Cause  Consequence  Similarity and Difference | Sources and evidence  Significance  Interpretation  Cause  Consequence |
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| Year 5 | Unit | **Crime and Punishment\*** | **Ancient Egypt** | **Ancient Civilisations** | **World War 2** | |
| Enquiry Question | How and why has crime and punishment changed over time? | Why did the Ancient Egyptian Civilization last for 3000 years? | How much did Ancient Egypt, Mayans and Greeks have in common? | Was the Battle of Britain a significant turning point in WWII? | |
| Concepts | Sources and evidence  Significance  Interpretation  Change and continuity  Cause  Consequence | Sources and evidence  Significance  Interpretation | Sources and evidence  Significance  Similarity and Difference | Sources and evidence  Significance  Interpretation  Cause  Consequence | |
| Year 6 | Unit | **Frozen Kingdom\*** | **Mayan civilization\*** | | **Ancient Greece** | |
| Enquiry Question | How can we use complex historical sources to find out who/what was responsible for the loss of life in the sinking of the Titanic?  What can we learn about equality in society from the Titanic disaster?  What role did polar exploration play in our understanding of the world? | How do the Ancient Maya compare to ancient civilizations studied so far? | | How have the achievements of the ancient Greeks influenced modem society? | |
| Concepts | Sources and evidence  Significance  Interpretation  Change and continuity  Cause  Consequence  Similarity and Difference | Sources and evidence  Interpretation  Change and continuity  Cause  Consequence  Similarity and Difference | | Sources and evidence  Significance  Interpretation  Change and continuity  Similarity and Difference | |

**\*Units will be changed in 2022-2023**