

History			
Long Term Overview			
	Unit 1	Unit 2	Unit 3
Y1	Changes within living memory	Local History: Within living memory	
Y2	Events beyond living memory	Significant people within and beyond living memory	
Y3	Changes in Britain from Stone Age to Iron Age	Earliest Civilisations Ancient Egyptians	
Y4	Local History Study: Iron age	Ancient Greece	The Roman Empire
Y5	Anglo Saxons and Scots	Vikings	Non-European Society: The Mayans
Y6	Themed study beyond 1066	Local History Study: World War I	Local History Study: Liverpool and the British Empire

Key Areas of Disciplinary Knowledge

Disciplinary knowledge is defined as learning how historians have studied and analysed the past, and how they have constructed and presented accounts of the past. The areas of disciplinary knowledge taught are called concepts. Each history unit has focus concepts. The concepts can be seen below:	
Cause and consequence	How historians make judgements about why an event occurred, or the consequences of an event.
Change and continuity	How historians make judgements about the extent, nature or pace of change across time.
Similarity and difference	How historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period.
Historical significance	How historians and others give significance to historical people or events (deem them worthy of attention)
Sources and evidence	How historians use sources to make claims about the past.
Historical interpretations	How and why historical interpretations are different.

Key Historical Skills

Chronological Understanding	Children sequence events, stories, pictures and periods over time to show how different times relate to each other and to contribute to a coherent understanding of the past. Includes the idea of change and continuity over time.
Range of Historical Knowledge and Understanding	Children gain knowledge of what life was like in a range of historical time periods and places, as well as studying key events and people. They can identify similarities and differences, as well as connections and trends. When looking at historical events, children should begin to explore the concept of cause and consequence.

Sources and Interpretation	Children learn how our knowledge of the past is constructed from a range of sources. They learn to assess the reliability of evidence and begin to understand that history is not always objective.
Historical Enquiry	Children are given opportunities to ask and research historical questions about change, cause, similarity, difference and significance. Children should answer these questions for themselves, selecting the relevant historical information.
Organisation and Communication	Children present their understanding in a variety of different ways, using age-appropriate historical vocabulary.

History

EYFS preparation for National Curriculum

Early Learning Goals	<i>EYFS adapt their curriculum offer based on children's interests throughout the year so this is not all they will cover in Understanding the World. The curriculum links below support historical progression across their time with us and ensure that they have positive history experiences from the beginning that enable them to progress onto the National Curriculum.</i>
<u>Understanding the World</u> <u>Past and Present:</u> - 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	<u>Changes over time</u> - Using the text 'Naughty Bus', explore how toys have changed over time (within living memory) - Focusing on the text 'The Three Little Pigs', explore how our houses have changed over time (since 1930). Discuss our own houses, where we live and what they are like. Discuss the materials they are made from and how the inside of a house has changed over time. - When learning about the season 'summer', explore how the seaside has changed over time. Using the texts 'Seaside: Then & Now' and 'Lucy & Tom' EYFS will have a visit from the local fire station to talk about people around us who help and their important role.

Essential Learning

	Units of learning	Skills	Vocabulary	Related Texts
Y1	Unit 1: <i>How were shopping and transport different when our grandparents were little?</i> Concepts: Change and Continuity, Similarity and Difference Children know: - To use words like 'then', 'now', and 'long ago' to talk about time and put events in order - That transport has changed over time from older forms such as steam trains, bicycles and early cars, to modern vehicles like buses, aeroplanes and electric cars.	<u>Chronological Understanding</u> - Put 3-4 concrete objects in chronological order. - Talk about how things were different when their parents and grandparents were children. <u>Historical Knowledge and Understanding</u> - Know and recount episodes from stories about the past. <u>Sources and Interpretation.</u>	change, parents, grandparents, great-grandparents, past, present	<i>Cool cars</i> by Tony Mitton <i>Steam, smoke and steel</i> by Patrick O'Brien <i>The Little Red Caboose</i> by Marian Potter

	- That shopping has changed within living memory, including the introduction of supermarkets, online shopping, and changes in how people buy and sell goods. - Similarities and differences between the past and present - Changes in transport and shopping happened to make life easier or solve problems - We can learn about the past by looking at sources of evidence, such as photographs, stories from grandparents, and old objects. Unit 2: <i>Who was George Mottershead and why is he an important figure for our local area?</i> Concept: Historical Significance Children know: - That George Mottershead founded Chester Zoo - The zoo helped the local area because of all the tourists who came and spent money in the area - George wanted the zoo to teach people about animals and how to protect them. - Chester zoo continues to teach this and is one of the best zoos in the UK. - That George is significant to Chester's history	- Compare adults talking about the past and start to think about reliability. - Describe significant people from the past and their achievements. - Explain why some people in the past acted the way they did. <u>Historical Enquiry</u> - Ask questions about the past. - Find out about the past by talking to an older person. <u>Organisation and Communication</u> - Tell stories about the past (role-play). - Record what they have learnt by drawing and writing	local, history, important, Chester, city	<i>Then and Now</i> by Heather Amery <i>A street through time</i> by Anne Millard
Y2	Unit 1: <i>What are some important events in history that happened a long time ago? Why do we still remember them today?</i> Concepts: Cause and Consequence, Sources and Evidence Children know: - About important events that happened beyond living memory (Great Fire of London, the first aeroplane flight: Wright Brothers, Gun Powder Plot, and Remembrance Day). - These events had a big impact on the country - Why we remember events, such as Remembrance Day, through ceremonies - How to order events on a timeline using the vocabulary before and after - The terms beyond and within living memory, and understand what they mean Unit 2: <i>How have significant explorers in history helped us understand the world, and what makes them important?</i> Concept: Historical Significance, Cause and Consequence Children know: - How explorers have helped us find out about the world - About the explorers: Christopher Columbus, Neil Armstrong, Felicity Aston, Matthew Henson, and Ibn Battuta, where they explored across the world and what we learned from them.	<u>Chronological Understanding</u> - Begin to use dates to talk about people or events from the past. - Sequence 3-4 artefacts, photographs and events on a timeline <u>Historical Knowledge and Understanding</u> - Describe historical events. - Explain the causes of a historical event and what the consequences were. - Explain how people or events in history changed things nationally or internationally. - Find out about important individuals. <u>Sources and Interpretation</u> - Start to see how the past is represented in different ways. - Using stories, understand the difference between fact and fiction. <u>Historical Enquiry</u> - Show some understanding of how people find out about the past.	significant, event, beyond living memory, national, global achievement, explorer, inventor, timeline, past, present, future	English text link: <i>The Great Fire of London</i> by Emma Adams. <i>Museum of London Great Fire of London Story:</i> Online story <i>The Extraordinary Life of Neil Armstrong</i> by Martin Howard.

	- Lady Isabella Bird explored places in Asia, Oceania and North America. She became one of the most famous female explorers of her time. - That during the time that Lady Isabella Bird lived, people expected women to stay at home, but Lady Isabella travelled alone and wrote about her adventures - In this time (the Victorian era) there were many new inventions like trains and ships, which helped explorers like Lady Isabella travel to faraway places	<u>Communication and Organisation</u> - Talk, draw and write about aspects of the past. - Speak about how they have found out about the past		
Y3	Unit 1: How did life change from the Stone Age to the Iron Age? Concept: Change and Continuity, Sources and Evidence Children know: - The beginning of the Stone Age started around 800,000 BC - The Stone Age is divided into three periods: Palaeolithic (Early Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age). - Humans in the Stone Age lived as hunter-gatherers before learning to farm in the Neolithic period, which led to permanent settlements. - The Stone Age, Bronze Age and Iron Age are named after the main material used for tools and weapons at the time. - Most of our evidence for the Stone Age to the Iron Age comes from archaeology and artefacts. Unit 2: What did the Egyptians do? Concept: Similarity and Difference (between first civilisation and stone - iron age), Historical Significance Children know: - The earliest civilisations began thousands of years ago and included Ancient Egypt, Ancient Sumer, the Indus Valley, and Ancient China. - The Ancient Egyptian civilisation lasted from around 3000 BC to 0 AD. - Pharaohs were kings and queens of Egypt, who were also believed to be gods. - Tutankhamun was an Egyptian pharaoh, and we know lots about him because his tomb was discovered in 1922.	<u>Chronological Understanding</u> - Use dates and historical terms to describe events. - Begin to recognise some of the different time periods within British history. - Begin to understand the concept of change over time. <u>Historical Knowledge and Understanding</u> - Begin to understand why Britain was invaded and conquered. - Begin to give a broad overview of what life was like in a historical period. - Begin to describe the characteristic features of the past, including the beliefs, attitudes and experiences of men, women and children. <u>Sources and Interpretation</u> - Look at representations from the period, such as artefacts. - Begin to compare different forms of evidence. - Describe different accounts of a historical event, explaining some of the reasons why the accounts might differ <u>Historical Enquiry</u> - Begin to use evidence to ask questions and find answers to questions about the past. - Begin to use research skills in finding out facts about the period they are studying. - Begin to recognise the part that archaeologists have had in understanding the past. <u>Organisation and Communication</u> - Communicate learning using age-appropriate historical terminology. - Communicate knowledge and understanding	prehistory Palaeolithic, hunter-gatherer, Mesolithic, Neolithic, early farmers, Skara Brae, Bronze, Stonehenge, Iron, hillfort civilisations, pyramid, settlement, power, conflict, pharaoh, tomb, Tutankhamun, Howard Carter, hieroglyphics	English text link: <i>Stone Age Boy</i> by Satoshi Kitamura. <i>The First Drawing</i> by Mordecai Gerstein. <i>The Secrets of Stonehenge</i> by Mick Manning and Brita Granström. <i>The History Detective Investigates: Stone Age to Iron Age</i> by Clare Hibbert <i>Marcy and the Riddle of the Sphinx</i> by Joe Todd Stanton. <i>Cinderella of the Nile</i> by Beverley Naidoo <i>The Story of Tutankhamun</i> by Patricia Cleveland-Peck.

Y4	Unit 1: What was our local area like in Iron Age and Roman times? Concept: Sources and Evidence, Change and Continuity Children know: - Helsby Hill was the site of an Iron Age hillfort, where people lived to protect themselves and their community. - That Iron Age people in Helsby used local resources like wood and iron to build homes, tools, and weapons. - Archaeologists study evidence like pottery, tools, and ruins to understand how people in Helsby lived during the Iron Age and Roman times. - The Roman invasion of Britain in 43 AD changed life in Cheshire, including the way people built roads, traded goods, and defended their settlements. - The Romans used roads, like Watling Street, to travel through Cheshire, and how this helped connect Helsby to other towns and cities. Unit 2: How did life in Ancient Greece shape the world we live in today? Concepts: Causes and Consequence, Historical Significance Children know: - The Ancient Greek civilisation started in around 800 BC, and ended in 146 BC, when it was taken over by the Roman Empire. - Ancient Greece was made-up of a number of city-states, including Athens and Sparta. - Most Greek city-states were democracies. In Athens, they had a democracy where the citizens voted for the government. - Greeks created western theatre, and most Greek towns would have had a theatre. - The Olympics were created in Ancient Greece. Events included wrestling, boxing, long jump and javelin. - The Ancient Greeks had gods and goddesses. They held many festivals to honour them. Unit 3: How did the Roman Empire change life in Britain? Concepts: Change and Continuity, Sources and Evidence, Historical Significance Children know: - The Roman Empire was one of the most powerful empires in history and its army helped it conquer large parts of Europe, including Britain in 43 AD. - They ruled for about 400 years. - Romans brought new technology, such as roads, aqueducts, and the hypocaust heating system, which improved life in Britain. - They introduced coins, laws and a written language (Latin). - Hadrian's Wall marked the northern limit of the Roman Empire in Britain, built to protect Roman territories from the Picts.	Chronological Understanding - Place events, artefacts and historical figures on a timeline using dates. - Understand the concept of change over time. - Recognise some of the time periods in British history, and the overlapping histories of groups that invaded Britain. - Use dates and historical terms to describe events. Historical Knowledge and Understanding - Give a broad overview of what life was like in a historical period. - Explain how events from the past have shaped our lives today, and the influence of past cultures on our culture. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Suggest causes and consequences of some of the main events and changes in history. - Understand why Britain has been invaded and conquered. Sources and Interpretation - Use their research skills to find out about the period they are studying. - Use and analyse different sources – artefacts, information texts and historical sources. - Begin to identify primary and secondary sources - Compare and contrast different forms of evidence. - Describe different accounts of historical events, explaining why the accounts may differ. Historical Enquiry - Recognise the role of archaeologists in understanding the past. - Use evidence to ask questions and find answers to questions about the past. - Suggest suitable sources for enquiry and use more than one source to paint an accurate picture of the past. Organisation and Communication	Hill-fort, roundhouse, tribe, Celtic, Chieftain, artefact, wattle and daub, agriculture civilisation, city-state, democracy, chronology, Athens, Sparta, BC, AD, influence, empire, conquer, citizen, technology, invade , colony, legacy	English text link: <i>Greek Myths</i> by Jean Menzies <i>Leo and the Gorgon's Curse</i> by Joe Todd Stanton. <i>The Ancient Greek Mysteries</i> by Saviour Pirota. <i>The Orchard Book of Greek Myths</i> by Geraldine McCaughrean. <i>British Museum: So You think You've Got it Bad: A Kid's Life in Ancient Greece</i> /Ancient Rome by Chae Strathie. <i>Empire's End – A Roman Story</i> by Leila Rasheed. <i>Across the Roman Wall</i> by Theresa Breslin, <i>Everything: Romans in Britain</i> by National Geographic Kids.
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		Communicate their learning in an organised and structured way using appropriate terminology		
Y5	Unit 1: <i>How did the Anglo-Saxons and Scots change life in Britain after the Romans left?</i> Concept: Cause and Consequence, Sources and Evidence Children know: - The Anglo-Saxon period was between 410 – 1066 AD. - Anglo-Saxons originally came from Germany, the Netherlands and Denmark. Many came to settle and to farm. - The Picts lived in the northern part of Britain during the Anglo-Saxon period. - The Scots originally came from Ireland and settled in the western part of Scotland. - Anglo-Saxons established kingdoms across Britain. - Alfred the Great was the most famous Anglo-Saxon king. - During the Anglo-Saxon times, many people were Christians. A lot of our sources of information from this time come from monks Unit 2: <i>How did the Vikings and Anglo-Saxons struggle for control of England before Edward the Confessor became king?</i> Concept: Similarity and Difference (Anglo-Saxons and Vikings), Cause and Consequence Children know: - The Vikings came from Denmark, Norway and Sweden. - They began to raid in 793 AD. - They attacked Lindisfarne in this year. - Some Vikings started to settle in England - In 894 AD, the Vikings started to rule Danelaw in the North East of England. - Jorvik (York) was the major city. - The Anglo-Saxons, led by kings like Alfred the Great and Athelstan, resisted and reclaimed territory. - In 1066, the Normans started to rule Britain, and this was the end of Viking and Saxon rule. Unit 3: <i>How did the Mayan civilisation in Central America compare to life in Britain around 900 AD?</i> Concept: Similarity and Difference, Sources and Evidence, Historical Interpretations Children know:	Chronological Understanding - Describe the main changes in a period of history. - Explain the chronology of different periods, and how they relate to each other on a timeline. - Use dates and historical terms more accurately when describing events. Historical Knowledge and Understanding - Begin to study and understand political concepts in British history. - Describe in detail historical events and information about historical figures they have studied. - Find out about beliefs, behaviours and characteristics of historical cultures and recognise that they might differ within the culture itself. - Compare a historical culture with another period studied. Sources and Interpretation - Offer reasons for different versions of historical events. - Compare accounts from different sources and start to evaluate their reliability. Historical Enquiry - Test out a hypothesis using sources, in order to answer a question. - Begin to use books and internet to conduct independent research. Communication and Organisation - Provide an account of a historical event based upon more than one source.	invasions, expansion, settlements, peasantry, time-period, era, Picts, agriculture raids, Danelaw Kingdom, Bayeux Tapestry, succession Mesoamerica, civilisation city-state, glyphs, codex, temple,	English text link: <i>Beowulf</i> by Michael Morpurgo <i>Anglo-Saxon Boy</i> by Tony Bradman. <i>The Buried Crown</i> by Ally Sherrick. <i>Odd and the Frost Giants</i> by Neil Gaiman. <i>The Dragon's Hoard</i> by Lari Don. <i>Viking Longship</i> by Mick Manning. <i>Viking Voyagers</i> by Jack Tite. <i>Rain Player</i> by David Wisniewski. <i>Popul Vuh: A Sacred Book of the Maya retold</i> by Victor Montejo. <i>The Great Kapok Tree</i> by Lynne Cherry.

	- The Maya culture lasted from at least 1000 BC – 1697 AD. - They lived in Mesoamerica (Mexico and Central America). - The Maya civilisation was made up of independent city-states, each ruled by its own king, and that they shared a common culture, religion, and language. - The Maya left behind important evidence, such as pyramids, temples, and written records (Mayan glyphs), - Farming was important for both Mayans and Anglo-Saxons in Britain - Both Mayans and Anglo-Saxons had strong religious beliefs, but different Gods and rituals - The Maya had an advanced calendar and writing system, whereas in Britain, only monks and some nobles could read and write		pyramid, sacrifice, maize, calendar	<i>The History Detective Investigates: Mayan Civilisation</i> by Claire Hibbert. <i>The Maya and Chichén Itzá</i> by Ben Hubbard.
Y6	Unit 1: <i>How did conflicts like World War I and World War II, shape modern Britain and the world we live in today?</i> Concept: Cause and Consequence, Historical Significance, Historical Interpretations Children know: - The First World War happened between 1914-1918, and the Second World War from 1939-1945. - Some of the causes for each war. - That people across the empire fought for Britain in the world wars. - That some children were evacuated to the country from cities during World War II. - The world wars were major global conflicts that had a huge impact on Britain and the world - Women played a significant role during both World Wars, taking on jobs traditionally held by men, and that their contributions helped lead to women gaining the right to vote in 1918. - The aftermath of World War II led to the decolonisation of British Empire territories and the beginning of greater immigration to Britain, leading to increased diversity in British society. - The Windrush Generation are Caribbean migrants who came to Britain between 1948 and 1971 to help rebuild the country but faced both contributions and challenges in British society. Unit 2: <i>How did world wars affect life in Helsby and the surrounding areas?</i> Concept: Historical Significance, Cause and Consequence, Sources and Evidence Children know: - During World War I, many men from Helsby and nearby areas went to fight, and some never returned. - There are memorials to commemorate these soldiers	<u>Chronological Understanding</u> - Use dates and historical terms accurately in describing events. - Place features of historical events and figures into a chronological framework. - Identify periods of change in history and contrast them with periods of little change. <u>Historical Knowledge and Understanding</u> - Examine causes and results of events, and how these have shaped the world today. - Confidently describe historical events and the lives of historical figures who they have studied. - Recall key dates, characters and events of the period studied. - Write an explanation of a past event focusing on cause and effect, using evidence. <u>Sources and Interpretation</u> - Show an awareness of propaganda and analyse how this might affect the message of a source. <u>Historical Enquiry</u> - Test out a hypothesis, using a range of sources. - Suggest omissions in sources and explore ways of finding out this information. <u>Communication and Organisation</u> - Provide an account of a historical event based upon multiple sources, which may be conflicting.	conflict, allies, axis powers, trenches, evacuation, rationing, remembrance decolonisation, diversity, immigration, discrimination empire, legislation commemoration, memorial, casualties, enlistment, air raid, shelters	English text link: <i>Star of Fear, Star of Hope</i> by XX <i>Poems from the First World War</i>, by Gabby Morgan <i>Private Peaceful</i> by Michael Morpurgo. <i>Goodnight Mister Tom</i> by Michelle Magorian. <i>Now or Never: A Dunkirk Story</i> by Bali Rai. <i>DK Find Out: World War I/II</i> <i>The Missing: The True Story of my Family in World War II</i> by Michael Rosen.

	• In World War II, the area was affected by air raids, with some local buildings being damaged • During both World Wars, local factories and industries in the Helsby area contributed to the war effort, producing essential goods such as munitions and supplies. • Women from Helsby worked in factories, farms, and as nurses during both World Wars Unit 3: <i>What do Liverpool's buildings tell us about its links with the British Empire?</i> Concept: Continuity and Change, Historical Significance, Sources and Evidence, Historical Interpretations Children know: • Liverpool was a major port city during the British Empire, playing a crucial role in trade and commerce. • Many buildings in Liverpool were constructed using wealth generated through trade during the British Empire, including the transatlantic slave trade. • The transatlantic slave trade involved the forced transportation of millions of African people, and Liverpool became one of the key ports involved. • Buildings and sites like the Albert Dock and the Town Hall show clues about Liverpool's history with the British Empire. You can see symbols, statues, and signs on them that tell stories about this time in the past. • There were significant consequences of Liverpool's role in empire, including the wealth and development of the city as well as the exploitation and suffering of enslaved people.		trade, slave trade, legacy, memorial, empire	
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