Grimsargh St Michael's CE Primary school
History Overview

Term	Autumn	Spring	Summer
Kapow Units – aligned to our progression of knowledge and skills.			
EYFS	**'All about me'** **Historical Focus: Peek into the past**	**'People who help us'** **Historical Focus: Adventures through time**	**'We are here'** **Historical Focus: Changes – Summer Holidays/Local Area**
Key Learning taken from EYFS Framework and non-statutory guidance within Development Matters and Birth to 5 Matters.	Order simple experiences in relation to themselves and others, including stories, events and experiences. Talk about key events in own lives, about family, friends, other people including significant people.	Talk about key roles people have in society both in the present and the past. Talk to others about what they know about a key person, character, event from the past. Compare and contrast characters from stories, including figures from the past.	Make comparisons and talk about what is the same and what is different. Comment on images of familiar situations in the past.
Substantive concepts (content)	Achievements and follies of humankind		Migration
Disciplinary concepts	Chronology	Sources and evidence	Similarities and differences
	KS1		
Year 1	**Great Fire of London**	**The history of toys**	**Sarah Forbes-Bonetta**
	Was King Charles II a hero? NC: Events beyond living memory that are significant nationally or globally.	*How have toys changed?* NC: Changes within living memory. NC: The lives of significant individuals in the past who have contributed to national and international achievements.	*How significant was Sarah Forbes-Bonetta?* NC: Events from beyond living memory that are significant nationally or globally. NC: The lives of significant individuals in the past who have contributed to national and international achievements.
Substantive concepts (content)	Achievements and follies of humankind	Achievements and follies of humankind	Racial Equality / Migration

Grimsargh St Michael's CE Primary school
History Overview

Disciplinary concepts	Historical interpretations		Change and continuity		Similarities and differences.	
Year 2		**Learie Constantine**		**Neil Armstrong and Amelia Earhart**		**Local history study: Farming in Grimsargh**
		Why was Learie Constantine significant? NC: Significance: The lives of significant individuals in the past who have contributed to national and international achievements.		*Who was the most important?* NC: Events beyond living memory that are significant nationally or globally.		*How has farming and agriculture changed in Grimsargh?* NC: Changes within living memory.
Substantive concepts (content)		Racial equality / Migration		Achievements and follies of humankind		Settlement and civilisation
Disciplinary concepts	Consequence		Historical significance		Sources and evidence	
	KS2					
Year 3	**Stone age to the Iron age**				**The Roman Empire and its impact on Britain**	
	Would you prefer to have lived in the Stone Age, Bronze Age or Iron age? NC: Changes in Britain from the Stone Age to the Iron Age.				*Why did the Romans invade and settle in Britain?* NC: The Roman Empire by AD 42 and the power of its army.	
Substantive concepts (content)	Settlement and civilisation				Invasion	

Grimsargh St Michael's CE Primary school
History Overview

Disciplinary concepts	Change and continuity				Consequences	
Year 4	**Local History Study - The Lancashire Cotton Industry**				**Ancient Egypt**	
	How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond? NC: A theme of British history dating from a period beyond 1066 that is significant in the locality.				*What was important to ancient Egyptians?* NC: The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.	
Substantive concepts (content)	Racial equality / Migration				Settlement and civilisation	
Disciplinary concepts	Sources and historical evidence				Historical interpretations	
Year 5	**Britain's settlement by Anglo-Saxons and Scots**		**A study of Mayan civilization**		**Ancient Greece**	
	Why did the Anglo-Saxons come to Britain? Anglo-Saxon invasions, settlements and kingdoms.		*How did the achievements of the ancient Maya impact their society and beyond?* A non-European society that provides contrasts with British history - study of Mayan civilization c. AD 900		*What is the legacy of the ancient Greek civilisation?* NC: A study of Greek life and achievements and their influence on the Western world.	

Grimsargh St Michael's CE Primary school
History Overview

Substantive concepts (content)	Invasion		Migration		Settlement and civilisation	
Disciplinary concepts	Change and continuity		Consequences		Similarities and difference	
Year 6	**The Kingdom of England**				**The Transatlantic Slave Trade**	
	Were the Vikings raiders, traders or something else? NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.				*What was life like for enslaved people travelling to Lancashire?* NC: A study of an aspect or theme of British History, to extend children's chronological knowledge beyond 1066.	
Substantive concepts (content)	Invasion				Racial equality	Migration
Disciplinary concepts	Historical Interpretations				Historical evidence	

Substantive concept coverage						
EYFS	Achievements and follies of humankind				Migration	
KS1	Achievements and follies of humankind				Racial Equality	Migration
	Migration	Racial equality	Achievements and follies of humankind		Settlement and civilisation	
KS2	Settlement and civilisation				Invasion	
	Migration	Racial equality			Settlement and civilisation	
	Invasion		Migration			Settlement and civilisation
	Invasion				Migration	Racial equality

Grimsargh St Michael's CE Primary school
History Overview

Disciplinary concept coverage (history skills)			
EYFS	Chronology	Sources and evidence	Similarities and difference
KS1	Change and continuity	Historical interpretations	Similarities and difference
	Historical significance	Consequence	Cause/Sources and evidence
KS2	Change and continuity		Consequences
	Sources and historical evidence		Historical interpretations
	Change and continuity	Consequences	Similarities and difference
	Historical Interpretations		Historical evidence