

Milby Primary School



History – whole school overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Peek into the past Substantive concepts * Achievements and follies of mankind			Adventure through time Substantive concepts * Achievements and follies of mankind		
	- To describe changes over time. - To sort photographs from the past and the present. - To begin to recognise the order events happen. - To identify toys from the past. - To compare pictures from the past and the present.			- To begin to understand the concept of generations. - To recognise special achievements. - To recognise that kings and queens are powerful people. - To understand that the environment around us changes as time passes. - To compare modes of transport of the past with the present.		
Year 1		How am I making history? Substantive concepts * Society		How have toys changed? Substantive concepts * Achievements and follies of mankind		How have explorers changed the world? Substantive concepts * Achievements and follies of mankind

		<u>Children should learn:</u> 1. To develop an understanding of personal chronology. 2. To learn more about my history. 3. To explore how we remember events. 4. To find out what childhood was like for our parents and grandparents. 5. To compare childhood now with childhood in the past. 6. To identify that some things change and some things stay the same.		<u>Children should learn:</u> 1. To discuss a favourite toy. 2. To find out what toys our parents and grandparents played with. 3. To investigate what toys were like up to 100 years ago. 4. To compare toys from the past with modern toys. 5. To investigate how teddy bears have changed over time. 6. To know how toys have changed over time.		<u>Children should learn:</u> 1. To know what an explorer is by learning about some explorers. 2. To recognise the achievements of different explorers using photographs. 3. To understand how to record events on a timeline by ordering explorers. 4. To use photographs to find out about the past. 5. To recognise changes and similarities (continuities) over time. 6. To describe the significance of some people and events within history.
	<u>NC references:</u> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • Pupils should sequence events in their lifetime.	<u>NC references:</u> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		<u>NC references:</u> • Changes within living memory, events beyond living memory; • The lives of significant individuals in the past who have contributed to national and international achievements. • significant historical events, peoples and places in their own locality.		

Year 2		How was school different in the past? Substantive concepts * Society		How did we learn to fly? Substantive concepts * Achievements and follies of mankind		What is a monarch? Substantive concepts Power (monarchy, government and empire)
		<u>Children should learn:</u> 1. To find out how schools have changed over time. 2. To investigate what school was like in the past. 3. To investigate what schools were like in the 1900s. 4. To compare a modern classroom with a classroom 100 years ago. 5. To compare three periods of time. 6. To express a personal response to history.		<u>Children should learn:</u> 1. To explore the story of the Wright brothers. 2. To develop an understanding of historical significance. 3. To investigate why Frank Whittle is historically significant using photographs. 4. To develop an understanding of primary sources. 5. To investigate why the Moon landing was a significant event in history. 6. To place significant events on a timeline.		<u>Children should learn:</u> 1. To describe what a monarch is. 2. To explain why coronations take place. 3. To explain how William the Conqueror became King of England. 4. To identify how William the Conqueror built castles while ruling England. 5. To identify features of a castle that would be effective when defending against attacks. 6. To suggest what a monarch was like in the past.

	NC references: • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements.	NC references: • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, peoples and places in their own locality. • Local link Frank Whittle – created the first jet powered plane – Midland Air Museum		NC references: • Changes within living memory; events beyond living memory; • Significant historical events, people and places in their own locality.	
Year 3	Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? Substantive concepts * Power (monarchy, government and empire) * Invasion, settlement and migration * Civilisation (social and cultural) * Trade			What was important to Ancient Egyptians? Substantive concepts * Power (monarchy, government and empire) * Beliefs * Civilisation (social and cultural) * Beliefs * Achievements and follies of mankind	

	<u>Children should learn:</u> 1. To recognise the chronology and significance of prehistory. 2. To explore the terms Neolithic, Mesolithic and Palaeolithic. 3. To understand the changes in societal structures from the Stone Age to the Iron Age. 4. To understand the methods of food collection in prehistoric Britain and how it changed 5. To know how the use of tools changed through the different periods. 6. To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.	<u>Children should learn:</u> 7. To know when the Bronze Age and Iron Age were. 8. To use archaeological evidence to investigate the Bronze Age. 9. To use deductions to explain how bronze transformed prehistoric life. 10. To understand who the Celts were. 11. To understand the importance of trade during the Iron Age. 12. To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.			<u>Children should learn:</u> 1. To develop questioning skills using sources about ancient civilisations. 2. To explain the significance of the River Nile to ancient Egyptian civilisation. 3. To evaluate the importance of ancient Egyptian hieroglyphics. 4. To use a range of sources to explore the importance of gods and goddesses in ancient Egypt. 5. To investigate beliefs about the afterlife in Ancient Egypt. 6. To evaluate continuity and change by identifying what happened to the pharaohs when they died.	
	<u>NC references:</u> • Changes in Britain from the Stone Age to the Iron Age • <i>Local History study: The site of a round barrow, an artificial mound built to cover a burial that dates from the Bronze Age can be found on the west side of Hartshill Hayes Country Park and survives as an earthwork.</i>				<u>NC references:</u> • the achievements of the earliest civilizations	

Year 4	Why did the Romans invade and settle in Britain? <i>Substantive concepts</i> * Power (monarchy, government and empire) * Invasion, settlement and migration * Beliefs * Civilisation (social and cultural) * Trade * Achievements and follies of mankind		How hard was it to invade & settle in Britain? <i>Substantive concepts</i> * Power (monarchy, government and empire) * Invasion, settlement and migration * Beliefs * Civilisation (social and cultural) * Trade * Achievements and follies of mankind		Were the Vikings raiders, traders or something else? <i>Substantive concepts</i> * Power (monarchy, government and empire) * Invasion, settlement and migration * Beliefs * Civilisation (social and cultural) * Trade * Achievements and follies of mankind	
	<u>Children should learn:</u> 1. To investigate life in Ancient Rome by looking at its buildings. 2. To explore the causes of the Roman invasion of Britain. 3. To investigate the different responses to the Roman invasion using a range of sources. 4. To explore how the Roman army was so successful using a range of sources. 5. To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda. 6. To explore the impact of invasion and settlement by		<u>Children should learn:</u> 1. To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain. 2. To identify change and continuity in Iron Age and Anglo-Saxon settlements. 3. To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo. 4. To identify how Christianity spread in Britain in the Anglo-Saxon period. 5. To explore bias by evaluating sources about Alfred the Great. 6. To evaluate how and why Anglo-Saxon rule ended.		<u>Children should learn:</u> 1. To explain when and why the Vikings came to Britain. 2. To evaluate ideas about the Vikings using sources. 3. To investigate the importance of Viking trading routes. 4. To compare different versions of Viking sagas. 5. To evaluate the impact of the Viking invasions and settlements using primary sources and case studies. 6. To evaluate achievements of the Vikings.	

	examining the legacy of the Roman Empire in Britain.				
	NC references: • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Pupils should understand how our knowledge of the past is constructed from a range of sources. • Pupils should develop the importance of the use of sources. • Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	NC references: • Britain’s settlement by Anglo-Saxons and Scots. • Roman withdrawal from Britain and the fall of the western Roman empire; • Scots invasions from Ireland and north Britain – now Scotland; • Anglo Saxon invasions, settlements and kingdoms: place names and village life; • Anglo Saxon art and culture; • Christian conversion-Canterbury, Iona and Lindisfarne; • Anglo Saxon laws and justice <i>Local History study: Nuneaton was originally an Anglo-Saxon settlement known as Etone or Eaton – which translates as ‘settlement by water.’ (River Anker)</i>	NC references: • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		

Year 5		What was life like for soldiers and civilians in World War 1? Substantive concepts * Power (monarchy, government and empire) * Invasion, settlement and migration * Civilisation (social and cultural) * Trade * Achievements and follies of mankind		What is the legacy of the ancient Greek civilisation? Substantive concepts * Power (monarchy, government and empire) * Beliefs * Civilisation (social and cultural) * Trade * Achievements and follies of mankind		What was life like in Tudor England? Substantive concepts * Power (monarchy, government and empire) * Invasion, settlement and migration * Beliefs * Civilisation (social and cultural) * Trade * Achievements and follies of mankind
		<u>Children should learn:</u> 1. To investigate elements that led to the start of WW1. 2. To investigate what life was like on the Western Front. 3. To explore the advancements of warfare that occurred during WW1. 4. To explore the involvement of animals. 5. To explore what life was like for people in Britain during WWI. 6. To investigate the end of WW1 and what happened afterwards.		<u>Children should learn:</u> 1. To explain where and when the ancient Greeks lived. 2. To identify ancient Greek beliefs by exploring their gods and goddesses.. 3. To use a range of secondary sources to identify similarities and differences between Athens and Sparta. 4. To recognise how Athenian democracy worked by participating in a debate. 5. To use research to explore the significance of the ancient Greek philosophers.		<u>Children should learn:</u> 1. To recall the key events that occurred during the Battle of Bosworth. 2. To interpret the character of Henry VIII using portraits and written sources. 3. To explore why Henry VIII had many wives using secondary sources. 4. To make deductions about power and punishment using a range of sources. 5. To explore the use of propaganda by a Tudor monarch.

				6. To evaluate the legacy of the ancient Greek civilisation.		6. To make deductions about people in Tudor England using inventories.
	NC references: - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. - Pupils should establish clear narratives within and across the periods they study. - Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Pupils should understand how our knowledge of the past is constructed from a range of sources.		NC references: - Pupils should find out about Britain's settlement by the Anglo-Saxons and Scots. - Pupils should find out about Viking raids and invasions. - Pupils should be taught about the resistance by Alfred the Great and Athelstan, first king of England. - Pupils should find out about Anglo-Saxon laws and justice. - Pupils should be taught about Edward the Confessor and his death in 1066		NC references: - Local study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Local history- King Richard III Leicester, Battle of Bosworth.	

Year 6	What can the census tell us about local areas? Substantive concepts * Civilisation (social and cultural)		What was the impact of World War 2 on the people of Britain? Substantive concepts * Power (monarchy, government and empire) * Invasion, settlement and migration * Civilisation (social and cultural) * Trade * Achievements and follies of mankind		What was the Sikh Empire? Substantive concepts * Power (monarchy, government and empire) * Beliefs * Trade * Achievements and follies of mankind	
	Children should learn: 1. To explore the purpose and creation of a census. 2. To create questions about Victorian children using a range of sources. 3. To explore the jobs available in the past using the census. 4. To make inferences about women's lives in the 1900s using the census. 5. To investigate how the census changed by following the life of Evelyn Dove. 6. To conduct an enquiry about my local area using the census.		Children should learn: 1. To identify the causes of World War 2 using a timeline. 2. To explore the impact of the Battle of Britain on the Royal Air Force using oral histories. 3. To make inferences about the Blitz using photographs. 4. To investigate evacuation experiences using oral and printed records. 5. To investigate the impact of WW2 on women's lives using visual and written sources. 6. To explore the lives of migrants after WW2 through podcasts, posters and photographs.		Children should learn: 1. To explain how the Sikh Empire was established using a timeline and map. 2. To describe the impact of Sikh beliefs on society during the Sikh Empire. 3. To recognise the significance of Lahore in the Sikh Empire. 4. To evaluate the historical significance of Ranjit Singh. 5. To analyse different interpretations of the Sikh Empire. 6. To compare the achievements of Ranjit Singh and Sophia Duleep Singh.	

	<u>NC references:</u> <i>A local history study</i>	<u>NC references:</u> <i>Pupils should study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<u>NC references:</u> <i>Pupils should study a non-European society that provides contrasts with British history</i>
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