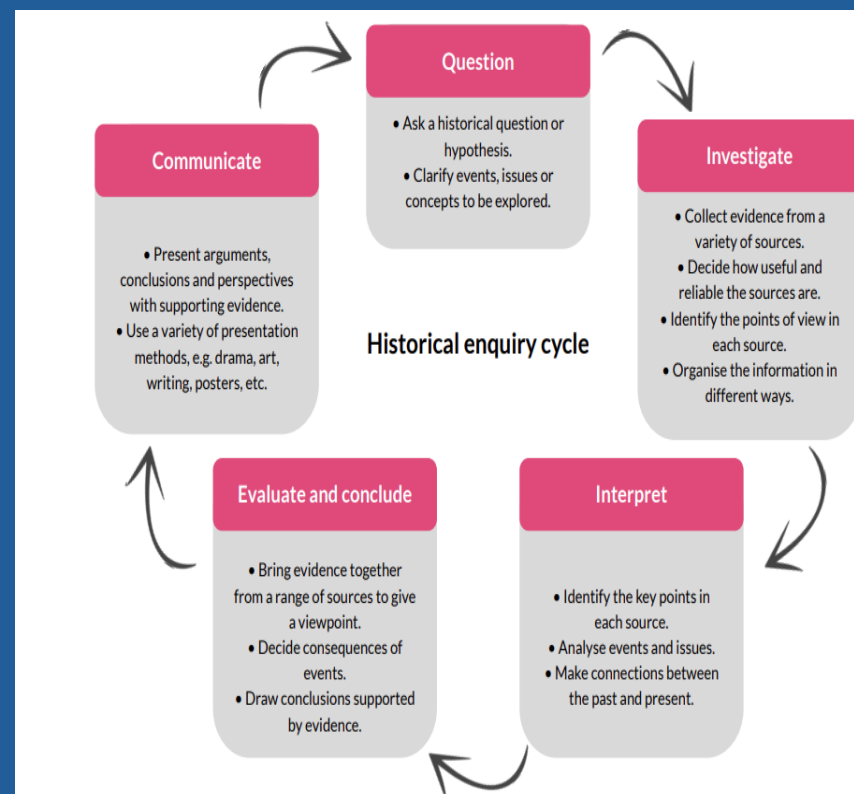


History Overview 2024-2025

Thinking like a Historian:

- Analysing Historical Sources and Evidence, Making Historical Connections, Chronological Reasoning, and Creating and Supporting a Historical Argument.
- Chronological thinking - Students should be able to distinguish between past, present, and future time.
- Can compare and analyse sources and reason why they think they are reliable or unreliable
- Construct accurate timelines, ensuring that space between events accurately represents the length of time
- Has curiosity about things that have happened in the past
- Makes observations but how life today is different to life in the past
- Knows about the lives of famous people and societies who have affected our lives today
- Understands how long ago things actually happened in comparison to another
- Ask questions and independently researches these interests
- Is empathetic and able to imagine what life was like in historical times.
- Retrieval practice – picture cues / retrieval activities build into each lesson



Year groups	Autumn	Spring	Summer
Year One	My history	Significant events	How have homes changed?
Year Two	How am I making history?	How have toys changed since my grandparents were young?	Why do we remember Captain Scott?
Year Three	How has school changed over the past 100 years?	How did we learn to fly?	What is a monarch?
Year Four	British History 1: What was it like to live in Britain during the Stone Age, Iron Age and Bronze Age?	British History 2: Why did the Romans invade and settle in Britain?	How different were the beliefs in Ancient Egypt to other ancient civilisations?
Year Five	How have children's lives changed over the past 500 years?	British history 3: How hard was it to invade and settle in Britain?	British history 4: Were the Vikings raiders or peace-loving settlers?
Year Six	What does the Census tell us about our local area?	British history 6: What was the impact of World War II on the people of Britain?	Why did the Maya civilisation decline so quickly?

How disciplinary concepts are developed

An understanding of the key disciplinary concepts which underpin the study of history supports the children in broadening their skills, knowledge and understanding.

Change and continuity

Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event

Similarities and differences

Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.

Cause and consequence

Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.

Historical significance

Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.

Sources of evidence

Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

Historical interpretations

Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.