



WHOLE SCHOOL SUBJECT OVERVIEW

SUBJECT: HISTORY

SUBJECT LEADER: Mrs Allen and Miss Clementson

YEAR GROUP	Early Learning Goals	Routines	Core Books and Experiences	Continuous Provision	Themes for Learning
EYFS	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.	Days of the week- yesterday, today, tomorrow	Celebrate Bonfire Night and learn about Guy Fawkes	Home corner role play exploring families and home experiences- share family photos.	Autumn 1- Marvellous Me (people who help us and their jobs) Autumn 2- Sparkle and Shine Spring 1- Magical Storyland

Y R/1, 1 & 2

DELIVERY METHOD: Spring term history focus where subjects are integrated into creative learning activities based around thematic enquiry questions. During this term history is taught as part of the thematic curriculum during the afternoons. Historical elements are taught and links made during other lessons including literacy, maths, science, geography, arts etc.. Historical knowledge, concepts and skills are taught across the year as appropriate. History teaching and learning may be blocked as appropriate for educational visits and history days. History topics start with an engaging hook for learning and to set learning in context and provide meaningful learning opportunities classes work towards a clear focus for learning event or activity.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: Outdoor learning opportunities, medieval celebration with jousting and banquet, visit to the seaside, history walks in the locality

OUTLINE OF TERMLY LEARNING THEMES – Description of historical content and context	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
YEAR A: AUTUMN <u>YA What is weather like around the world?</u> History of landmarks and famous people from around the world SPRING <u>YA What was life like in a castle?</u> Visit to a castle – castle design and history. Preparing for a medieval banquet – clothing, entertainment, food, roles and context SUMMER <u>YA How do plants grow? Plants and lifecycles.</u> Exploration of scientists through time and scientific discovery. YEAR B: AUTUMN <u>YB What is it like in different parts of the UK?</u> Links to geography topic history of traditions and famous people from different parts of the UK	KS1 <ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods To learn about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life To learn about significant historical events, people and places in their own locality To learn about events beyond living memory that are significant nationally or globally To develop an awareness of the past through opportunities for research and discussion using common words and phrases 	BY THE END OF KS1 HISTORICAL KNOWLEDGE <ul style="list-style-type: none"> I can briefly describe features of particular themes, events and people from family, local, national and global history. I can sequence independently on a timeline a number of objects or events related to particular themes, events, periods, societies and people. I can understand securely and use a wider range of time terms ('nowadays', 'in the past', 'previously'). HISTORICAL CONCEPTS	Passing of Time long ago, modern, old / older / oldest young/ younger / youngest new / newer/newest When grandparents were young Before, after when I was a baby before I was born when my parents were little Days of the Week Months of the year Describing Reasons & results reason, because, result, effect Historical Terms and Concepts



<p>SPRING YB <u>Why are these people famous? Linked to Great Fire of London and Samuel Pepys</u> Visit from a famous person, recreating Pudding Lane based on research</p> <p>SUMMER YB <u>Which animals live at the seaside</u> History of the seaside. How have holidays changed, within and outside of living memory? Exploration of historical artefacts and sources.</p>	<ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other stories to show that they know and understand key features of events • Research and explore some of the ways we find out about the past and identify ways they can be presented • Begin to learn about historical periods and where the people and events they study fit in within a chronological framework to be built on later in KS2 and 3 	<ul style="list-style-type: none"> • I can identify independently a range of similarities, differences and changes within a specific time period. • I can identify a few relevant causes and effects for some of the events covered. • I can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. <p>HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> • I can plan questions and produce answers to a few historical enquiries using historical terminology. • I can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. 	<p>parliament, government, memory, invention, evidence</p> <p>Sources of Information Eyewitness, diary, first-hand, artefact</p> <p>TEXTS:</p>
<p>CONCEPTUAL LINKS: GEOGRAPHY How settlements have changed over time. How food production and distribution has changed over time. How homes and houses have developed over time. Development of leisure linked to locality (coast, rural city) SCIENCE: links between historical periods covered and science knowledge and understanding at the time. How historical scientific innovation has impacted on our lives today. RE: links to religious beliefs and worship of different groups of people through history PSHE: Concepts of rules, roles responsibility equality and power within societies ARTS: Chronology within the arts. Music and visual art as historical sources. LITERACY: Writing links made, research, historical texts, historical purpose and context for reading and writing tasks. Application of literacy skills to support research and presentation of historical learning. Speaking and listening skills in discussion and debate. MATHS: Dates, chronology</p>			



Y 2/3 & 3

DELIVERY METHOD: Spring term history focus where subjects are integrated into creative learning activities based around thematic enquiry questions. During this term history is taught as part of the thematic curriculum during the afternoons. Historical elements are taught and links made during other lessons including literacy, maths, science, geography, arts etc. Historical knowledge, concepts and skills are taught across the year as appropriate. History teaching and learning may be blocked as appropriate for educational visits and history days. History topics start with an engaging hook for learning and to set learning in context and provide meaningful learning opportunities classes work towards a clear focus for learning event or activity.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, year group history days, South American carnival celebration, educational visits (Murton Park, Creswell Crags, The Deep).

OUTLINE OF TERMLY LEARNING THEMES – Description of historical content and context	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<p>YEAR A: AUTUMN <u>YA How does where we live compare to South America?</u> History of significant people, cultures and landmarks. Explorers and legacy of earlier civilisations SPRING <u>YA What was life like in Britain from Stone Age to Iron Age?</u> Focus on developing chronology, tribes, hunting, gathering and farming <u>Who were the Romans and why did they invade Britain?</u> Who were the Romans? Why did they invade Britain? Explore key Roman figures, Roman expansion across the world and invasion. SUMMER <u>YA What do plants and animals need to be healthy?</u> Exploration of scientists through time and scientific discovery.</p> <p>YEAR B: AUTUMN <u>YB What can we find out about rivers, mountains and oceans?</u> Historical links to key individuals, history of geographical methods and land use over time. SPRING <u>YB What was life like in Britain from Stone Age to Iron Age?</u> Focus on tribes, hunting, gathering and farming <u>Roman Britain: Who was Boudicca?</u> Who was Boudicca? What was happening in Britain around the time she was alive? SUMMER <u>YB What life can be found in the seas and oceans?</u> Historical elements of scientific discovery, key individuals and historical exploration of environmental issues</p>	<p>KS1</p> <ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods To learn about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life To learn about significant historical events, people and places in their own locality To learn about events beyond living memory that are significant nationally or globally To develop an awareness of the past through opportunities for research and discussion using common words and phrases Ask and answer questions, choosing and using parts of stories and other stories to show that they know and understand key features of events Research and explore some of the ways we find out about the past and identify ways they can be presented Begin to learn about historical periods and where the people and events they study fit in within a chronological framework to be built on later in KS2 and 3 <p>KS2</p> <ul style="list-style-type: none"> To learn about changes in Britain from the Stone Age to the Iron Age (Late Neolithic hunter-gatherers and early farmers, bronze age religion, technology and travel, Iron Age hill forts, tribal kingdoms, farming, art and culture) To learn about The Roman Empire and its impact on Britain (British resistance- Boudicca) To develop further a chronologically secure knowledge and understanding of British, local and world history 	<p>BY THE END OF KS1 HISTORICAL KNOWLEDGE</p> <ul style="list-style-type: none"> I can briefly describe features of particular themes, events and people from family, local, national and global history. I can sequence independently on a timeline a number of objects or events related to particular themes, events, periods, societies and people. I can understand securely and use a wider range of time terms ('nowadays', 'in the past', 'previously'). <p>LKS2</p> <ul style="list-style-type: none"> I can identify details from local, national and global history to demonstrate some awareness of themes, societies, events and people. <p>HISTORICAL CONCEPTS</p> <ul style="list-style-type: none"> I can identify independently a range of similarities, differences and changes within a specific time period. I can identify a few relevant causes and effects for some of the events covered. I can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. <p>LKS2</p> <ul style="list-style-type: none"> I can make valid statements about the main similarities, differences and changes occurring within topics covered. 	<p>VOCABULARY TO BE TAUGHT IN ADDITION TO KS1 LIST ABOVE</p> <p>Passing of Time ancient, decade, century, chronology, Stone Age, Roman, Medieval , BC / AD, BCE (Before Common Era), CE (Common Era), 19th / 20th century, sequence, Historical Research generation, ancestor, describing reasons & results, different, same as, because, reasons, historical resources, archaeologist, archaeology, Historical Terms and Concepts opinion, parliament, exploration, significant, impact, empire, invasion, resistance, settlement, agriculture</p> <p>Source of Information, primary source artefact, locality, documents, eye witness dig, excavate, survey, finds, evidence, museum,</p> <p>TEXTS:</p>



	<ul style="list-style-type: none">• Note connections, contrasts and trends over time developing further the use of historical terms.• Begin to be given the opportunity to address and sometimes devise historically valid questions• Understand how our knowledge of the past is constructed from a range of sources	<ul style="list-style-type: none">• I can explain why some aspects of historical accounts, themes or periods are significant. HISTORICAL ENQUIRY <ul style="list-style-type: none">• I can plan questions and produce answers to a few historical enquiries using historical terminology.• I can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. LKS2 <ul style="list-style-type: none">• I can ask valid questions for enquiries and answer using a number of sources.• I can understand how sources can be used to answer a range of historical questions	
--	---	--	--

CONCEPTUAL LINKS:

GEOGRAPHY: Historical empire maps, land ownership changing over time. Evolving land use. Historical development of settlements.

Trade and exploration

SCIENCE: links between historical periods covered and science knowledge and understanding at the time. How historical scientific innovation has impacted on our lives today.

RE: links to religious beliefs and worship of different groups of people through history

PSHE: Concepts of rules, roles responsibility equality and power within societies

ARTS: Chronology within the arts. Music and visual art as historical sources.

LITERACY: Writing links made, research, historical texts, historical purpose and context for reading and writing tasks. Application of literacy skills to support research and presentation of historical learning. Speaking and listening skills in discussion and debate.

MATHS: Dates, chronology



Y4, 4/5 & 5

DELIVERY METHOD: Spring term history focus where subjects are integrated into creative learning activities based around thematic enquiry questions. During this term history is taught as part of the thematic curriculum during the afternoons. Historical elements are taught and links made during other lessons including literacy, maths, science, geography, arts etc.. Historical knowledge, concepts and skills are taught across the year as appropriate. History teaching and learning may be blocked as appropriate for educational visits and history days. History topics start with an engaging hook for learning and to set learning in context and provide meaningful learning opportunities classes work towards a clear focus for learning event or activity.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, year group history days, WW1 boot camp experience and educational visits (Whitby, Experience Barnsley, local history memorial walk).

OUTLINE OF TERMLY LEARNING THEMES – Description of historical content and context	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<p>YEAR A: AUTUMN <u>YA Where would you like to visit in Europe?</u> Historical links through this geography topic to politics, landmarks, land use and significant individuals.</p> <p>SPRING <u>YA Who were the Anglo Saxons and Vikings?</u> Working to further develop chronological understanding of British History. Pupils will have the opportunity to secure their understanding of British, local and world history noting connections, contrasts and trends over time – developing the use of historical terms. They will explore questions about change, cause, similarity and difference and significance. Explore a range of sources.</p> <p><u>Ancient Greeks Culture and Beliefs</u> Focus on religion, gods, heroes and myths</p> <p>SUMMER <u>YA What on Earth is beyond our planet?</u> Explore historical links to key figures in space exploration and key events in world history linking to space travel.</p> <p>YEAR B: AUTUMN <u>YB How does Whitby compare to Wombwell?</u> Cross curricular links to historical heritage. Viking influence, Socio, economic history of the two areas.</p> <p>SPRING <u>YB What was life like in Wombwell during WW1?</u> Pupils continue to develop a chronologically secure knowledge of British, local and world history. They have the opportunity to note connections, contrasts and trends over time developing the use of historic terms. They will have the opportunity to understand how the past is constructed from a range of sources.</p> <p><u>Who were the Ancient Greeks – innovation and legacy?</u></p>	<p>KS2</p> <ul style="list-style-type: none"> To learn about Britain’s settlement by Anglo-Saxons and Scots (Roman withdrawal from Britain AD410 and the fall of the western Roman Empire, Scots invasion from Ireland to North Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon culture and art, Christian conversion, the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor (Viking raids and invasion, resistance by Alfred the Great and Athelstan, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066 To engage in a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WW1) To learn about a significant turning point in British history (Battle of Britain) Find out about the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day To learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world To develop further chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop further the appropriate use of historical terms. 	<p>HISTORICAL KNOWLEDGE LKS2</p> <ul style="list-style-type: none"> I can sequence a number of the most significant events, objects, themes, periods and people in topics using some dates and/or period labels and terms. <p>UKS2</p> <ul style="list-style-type: none"> I can provide overviews of the most significant features of different themes, individuals, societies and events covered. <p>HISTORICAL CONCEPTS LKS2</p> <ul style="list-style-type: none"> I can comment on the importance of causes and effects for some of the key events and developments within topics. I can comment on a range of possible reasons for differences in a number of accounts. <p>UKS2</p> <ul style="list-style-type: none"> I can compare similarities differences and changes within and across some topics. I can explain reasons why particular aspects of an historical event, development, society or person were of particular significance. <p>HISTORICAL ENQUIRY LKS2</p> <ul style="list-style-type: none"> I can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. I can recognise possible uses of a range of sources for answering historical enquiries. 	<p>VOCABULARY TO BE TAUGHT IN ADDITION TO CONSOLIDATION OF VOCABULARY TAUGHT IN PREVIOUS YEAR GROUPS</p> <p>Passing of Time change, continuity, Anglo-Saxon, Viking, Celt, Ancient Greek, World War 1 duration, period, legacy, archaeology, strata type of history, cultural, economic, military political, religious, social, technological</p> <p>Contextual local, regional ,national , international</p> <p>Describing Reasons & Results cause, effect, bias</p> <p>Historical Terms and Concepts Civilisation, migration, kingdom, legacy, democracy, consequence, culture, nation, republic</p> <p>Historical Resources Secondary Sources, Census, Oral history Memorial, Propaganda</p> <p>TEXTS:</p>



<p>Key discoveries in science, maths, technology and exploration of the impact of the Ancient Greek legacy on the modern world</p> <p>SUMMER</p> <p>YB <u>Which plants and habitats can be found in different habitats around the world?</u></p> <p>Historical elements of scientific discovery, impact of the work of key individuals.</p>	<ul style="list-style-type: none">• Address and devise historically valid questions.• Construct and informed responses that involve selection and organisation of relevant historical information.• Develop further understanding of the fact knowledge of the past is constructed from a range of sources.	<p>UKS2</p> <ul style="list-style-type: none">• I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.	
<p>CONCEPTUAL LINKS:</p> <p>GEOGRAPHY: History links to heritage, industry, land use and economy. Comparisons of social issues through different periods in history.</p> <p>SCIENCE: links between historical periods covered and science knowledge and understanding at the time. How historical scientific innovation has impacted on our lives today.</p> <p>RE: links to religious beliefs and worship of different groups of people through history.</p> <p>PSHE: Concepts of rules, roles responsibility equality and power within societies. History of and importance of democracy.</p> <p>ARTS: Chronology within the arts. Music and visual art as historical sources. Value of art within different societies through time.</p> <p>LITERACY: Writing links made, research, historical texts, historical purpose and context for reading and writing tasks. Application of literacy skills to support research and presentation of historical learning. Speaking and listening skills in discussion and debate.</p> <p>MATHS: Dates, chronology</p>			



Y 6

DELIVERY METHOD: Spring term history focus where subjects are integrated into creative learning activities based around thematic enquiry questions. During this term history is taught as part of the thematic curriculum during the afternoons. Historical elements are taught and links made during other lessons including literacy, maths, science, geography, arts etc. Historical knowledge, concepts and skills are taught across the year as appropriate. History teaching and learning may be blocked as appropriate for educational visits and history days. History topics start with an engaging hook for learning and to set learning in context and provide meaningful learning opportunities classes work towards a clear focus for learning event or activity.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, year group history days, Ancient Egyptian experience day and educational visits (local museums, local history walk).

OUTLINE OF TERMLY LEARNING THEMES – Description of historical content and context	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<p>AUTUMN <u>Extreme Earth: What causes natural disasters?</u> Impact of historical natural disasters. History of key individuals and innovations in measuring and understanding the causes of natural disasters.</p> <p>SPRING <u>Who were the Ancient Egyptians?</u> Chronology, structure of society, innovation and invention, religion and legacy.</p> <p><u>What was life like in Wombwell in Victorian Times?</u> How was life different for children? Exploration of the impact of coal mining on the local area. Cause and effect of the Silkstone and Hillies pit disasters.</p> <p>SUMMER <u>What is the story behind chocolate?</u> History of farming methods and chocolate through the ages.</p> <p><u>Who were the Mayans?</u> What part did the Mayans play in the creation of chocolate as we know it? Structure of society, beliefs, architecture and daily life.</p>	<p>KS2</p> <ul style="list-style-type: none"> To learn about the achievements of the earliest civilisations though a depth study of Ancient Egypt To engage in a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Hillies Pit Disaster) To learn about a non-European society that provides contrast with British History (Mayan civilisation c. AD/CE 900) To develop further chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop further the appropriate use of historical terms. Address and devise historically valid questions. Construct and informed responses that involve selection and organisation of relevant historical information. Develop further understanding of the fact knowledge of the past is constructed from a range of sources. 	<p>HISTORICAL KNOWLEDGE BY THE END OF UKS2</p> <ul style="list-style-type: none"> I can provide overviews of the most significant features of different themes, individuals, societies and events covered. I can sequence with independence the key events, objects, themes, societies and people in upper Key Stage 2 topics covered, using dates, period labels and terms. <p>HISTORICAL CONCEPTS UKS2</p> <ul style="list-style-type: none"> I can compare similarities differences and changes within and across some topics. I can explain reasons why particular aspects of an historical event, development, society or person were of particular significance. I can explain the role and significance of different causes and effects of a range of events and developments. I can explain how and why it is possible to have different interpretations of the same event or person. <p>HISTORICAL ENQUIRY. UKS2</p> <ul style="list-style-type: none"> I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. I can comment with confidence on the value of a range of different types of 	<p>VOCABULARY TO BE TAUGHT IN ADDITION TO CONSOLIDATION OF VOCABULARY TAUGHT IN PREVIOUS YEAR GROUPS</p> <p>Passing of Time change, continuity, Ancient Egyptian, Pharaoh, Mayan civilisation, Victorian duration, period, legacy, archaeology, strata type of history, cultural, economic, military political, religious, social, technological</p> <p>Contextual Local, Regional ,National , International</p> <p>Describing Reasons & Results Cause, Effect, Bias</p> <p>Historical Terms and Concepts Reform, peasantry, legislation, civilisation, exploitation, industrial revolution, monarchy, treason</p> <p>Historical Resources Secondary Sources, Census, Oral history Memorial, Propaganda</p> <p>TEXTS:</p>



		source for enquiries, including extended enquiries.	
<p>CONCEPTUAL LINKS:</p> <p>GEOGRAPHY: Trade, exploration, importance of key human geographical features to people through time (Nile to Egyptians). Industrial, economic heritage. Political and geographical links between countries impacting on world events. Geology how the makeup of the Earth has impacted on people over time. Historical impact of tectonic plate boundaries</p> <p>SCIENCE: links between historical periods covered and science knowledge and understanding at the time. How historical scientific innovation has impacted on our lives today.</p> <p>RE: links to religious beliefs and worship of different groups of people through history</p> <p>PSHE: Concepts of rules, roles responsibility equality and power within societies</p> <p>ARTS: Chronology within the arts. Music and visual art as historical sources.</p> <p>LITERACY: Writing links made, research, historical texts, historical purpose and context for reading and writing tasks. Application of literacy skills to support research and presentation of historical learning. Speaking and listening skills in discussion and debate.</p> <p>MATHS: Dates, chronology</p>			