



## History - Whole School Overview



### Cycle A (2022/23)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1/2</b>	<p>Healthy Heroes</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Black History</b> Mary Seacole/ Nightingale</p> <p>Substantive Concept: Hygiene/Monarchy</p> <p>Disciplinary Concepts: Similarities/Differences, Historical Significance</p>		<p>Events beyond living memory that are significant nationally or globally.</p> <p><b>The Great Fire of London</b></p> <p>Substantive Concepts: Hygiene, Monarchy</p> <p>Disciplinary Concepts: Historical Interpretation, Causes and consequences</p>		<p>Significant Historical events, people and places in their own locality.</p> <p><b>Fabulous Fleetwood</b></p> <p>Substantive Concepts: Childhood, Monarchy</p> <p>Disciplinary concepts Continuity/Change Sources and Evidence</p>	
<b>Years 3/4</b>	<p><b>Romans</b> The Roman Empire and its impact on Britain</p> <p>Substantive concepts: Invasion/Empire, childhood</p> <p>Disciplinary Concepts:</p> <p>Cause and Consequences, Similarities and Differences</p>		<p><b>Anglo Saxons and Vikings</b></p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p>Substantive concepts: Invasion/Migration, Monarchy</p> <p>Disciplinary Concepts:</p> <p>Continuity and Change Historical Interpretation</p>		<p><b>Black History</b> <b>Walter Tull</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Substantive concepts: Migration, Childhood</p> <p>Disciplinary Concepts: Sources and Evidence, Historical Significance</p>	



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<b>Years 5/6</b>	<p><b>Victorians</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Substantive concepts: Empire/Monarchy, childhood</p> <p>Disciplinary Concepts: Sources and Evidence, Similarities and Differences</p>		<p><b>The 1841 House</b> A local history study</p> <p>Substantive concepts: Migration, Jobs and Lifestyle</p> <p>Disciplinary Concepts: Continuity and Change Causes and Consequences</p>		<p><b>Ancient Egypt;</b> A study of the achievements of the earliest civilizations – an overview and a depth study of The Ancient Egyptians.</p> <p>Substantive concepts: Monarchy, Religion</p> <p>Disciplinary Concepts: Historical Significance, Historical Interpretation</p>	
<b>Cycle B (2023/24)</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>			Old Toys - Similarities and differences	Black History - Notting Hill Carnival	Homes and School in the past	Transport in the past
<b>Years 1/2</b>	<p><b>Step back in Time to the 90s</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Substantive Concepts School/Lifestyle</p> <p>Disciplinary Concepts Historical Interpretation Similarities and Differences</p>		<p><b>Explorers</b></p> <p>Changes within/beyond living memory</p> <p>Substantive Concepts Exploration Transport</p> <p>Disciplinary Concepts Causes and consequences Historical Significance</p>		<p><b>Rub A Dub Dub</b> Changes within/beyond living memory</p> <p>Substantive Concepts Homes, Hygiene</p> <p>Disciplinary Concepts continuity and change Sources and evidence</p>	



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<b>Years 3/4</b>	<p><b>Changes in Britain from Stone Age to Iron Age.</b></p> <p>Substantive Concepts Migration Religion Disciplinary Concepts Continuity and Change Historical Interpretation</p>		<p><b>Ancient Greece</b></p> <p>a study of Greek life and achievements and their influence on the western world</p> <p>Substantive Concepts Government Lifestyle Disciplinary Concepts Similarities and Difference Sources and Evidence</p>			<p><b>Fleetwood (an early new town)</b></p> <p>A local History study</p> <p>Substantive Concepts Migration Transport Disciplinary Concepts Historical Significance Cause and Consequence</p>
<b>Years 5/6</b>	<p><b>World War 2</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Substantive Concepts Government Childhood Disciplinary Concepts Continuity and Change Cause and Consequence</p>	<p><b>Black History -The arrival of the Windrush</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Substantive Concepts Migration Culture Disciplinary Concepts Sources and Evidence Historical Significance</p>			<p><b>Mayans Ad 900</b></p> <p>a non-European society that provides contrasts with British history</p> <p>Substantive Concepts Government Religion Disciplinary Concepts Similarities and Differences Historical Interpretation</p>	