

Laurus Primary History 8 Year Overview

Intent: To inspire a curiosity of the past.

Disciplinary concepts
<p>Look at continuity and change after an event Weigh up cause and consequence Consider similarity and difference Consider significance Evidential thinking</p>
Disciplinary skills
<p>Ask questions Use, interpret information and make inferences Use technical vocabulary Communicate effectively Consider chronology</p>

Substantive concepts						
Power	Empire	Religion	Conquest/ Invasion	Society	Revolution (a big change)	Trade




Autumn	Spring	Summer
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Understanding the World; Past and Present:
EYFS:

Before children in the EYFS can begin to meaningfully engage in learning about other people and events in history, they need to have a good understanding of their own lives, routines and experiences, and be able to engage, interact and compare these with others' lives. They need to develop their conceptual understanding of past, present and a range of time.

Although the key concepts are not expected to be taught explicitly in EYFS, they help to build foundations for the development of schema and deepen the children's understanding as they move through the school. These will be explored through play, conversations and stories.

All components are subject to change and adaptation depending on the needs and interests of the children.

Pre-School 	Endpoint questions: Who am I, and what makes me special? Who is my family? What has happened in my past? (yesterday/at the weekend/last month) How have I changed since I was a baby?		
	Disciplinary skill and concept: <ul style="list-style-type: none"> Communicate effectively similarity and difference 	Disciplinary skills: <ul style="list-style-type: none"> ask questions consider chronology 	Disciplinary skill: <ul style="list-style-type: none"> interpret information and make inferences

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Endpoint questions:

Who am I, and who is important to me?
 How are families the same or different to mine?
 How are members of my family different from me?
 How are things different now from long ago?
 What celebrations do we have during the year?
 Why do we wear different clothes during the year?

Reception



Disciplinary skill and concept:

- ask questions
- consider significance (occupations and also events)- think GREAT (groundbreaking, remembered, effects that are far reaching, affects the future and terrifying)

Disciplinary skills:

- use technical vocabulary: past, present, old, new, evidence, order, organise
- ask questions
- organise using basic chronology
- interpret information and make inferences (look at photos and suggest occupations/ family relationships, pictures, stories, artefacts)

Disciplinary skill and concept:

- use technical vocabulary: past, present, old, new, evidence, order, organise
- ask questions
- similarity and difference and make connections between past and present

Key Stage 1:

At KS1, children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide variety of everyday historical terms, asking and answering questions, and using parts of stories and other sources to show they know and understand the key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1

What is the same and what is different about my high street since 1950?

Disciplinary concept: Similarity and Difference
Substantive concepts: Trade, Society



How and why has air transport changed over time?

Disciplinary concept: Change and Continuity
Substantive concepts: Revolution, Power, Society, Empire



What can we learn about female monarchs from what has been left behind?

Disciplinary concept: Evidential thinking
Substantive concepts: Trade, revolution, religion, empire, Power, conquest



Year 2

How do people change the world?

Disciplinary concept: Cause and Consequence
Substantive concepts: Revolution, Power, Society



How did the Great Fire of London change England?

Disciplinary concept: Change and Continuity
Substantive concepts: Society, Power



What does the Great Exhibition tell us about life in Victorian England and the British Empire?












Disciplinary concept: Significance
Substantive concepts: Trade, Empire



Key Stage 2:

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At KS2, children should continue to develop a chronologically secure knowledge and understanding of British, Local and world history, establishing clear narratives across and within the periods they study. They should note connections, contrasts and trends over time. They should develop the use of appropriate historical terms, asking and answering questions about change/cause, similarity/difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information, understanding that our past is constructed from a range of sources. Teaching should combine overview and depth studies to help children understand both the long arc of development and the complexity of specific aspects of the content.

<p>Year 3</p>	<p>How did Britain change during prehistory? Disciplinary concept: Change and Continuity Substantive concepts: Society, Trade</p> 	<p>Why were the Ancient Egyptians so GREAT? (depth study) Disciplinary concept: Significance Substantive concepts: Society, Trade, Power, Religion, Empire</p> 	<p>Why were the Ancient Egyptians so GREAT? (depth study) Disciplinary concept: Significance Substantive concepts: Society, Trade, Power, Religion, Empire</p> 
<p>Year 4</p>	<p>How do we know what life was like for the Ancient Greeks? Disciplinary concept: Evidential Thinking Substantive concepts: Society, Religion, Trade, Conquest</p> 	<p>How did the Roman Empire change Britain? Disciplinary concept: Change and Continuity Substantive concepts: Society, Conquest, Empire</p> 	<p>What can we learn from what the Anglo-Saxons left behind? Disciplinary concept: Evidential thinking Substantive concepts: Conquest, Invasion, Society, Trade, Religion (Paganism)</p> 
<p>Year 5</p>	<p>What can we learn from what the Vikings have left behind? Disciplinary concept: Evidential Thinking Substantive concepts: Trade, Society, Power, Religion</p> 	<p>Why were the Maya so remarkable? Disciplinary concept: Significance Substantive concepts: Society, Trade, Power, Religion</p> 	<p>How did industrialisation change life for the people in Manchester? Disciplinary concept: Cause and Consequence Substantive concepts: Revolution, Trade, Empire, Power, Society, Religion</p> 
<p>Year 6</p>	<p>Where was there a 'Golden Age' c.900AD: London or Baghdad Disciplinary concept: Similarity and Difference Substantive concepts: Empire, Society, Trade, Religion</p> 	<p>Is there evidence that suggests that attitudes over time have changed towards Black people in Britain? Disciplinary concept: Evidential Thinking Substantive concepts: Empire, Society, Revolution</p> 	<p>What significant changes contributed to a turning point in British history? Disciplinary concept: Change and Continuity Substantive concepts: Empire, Power (military), Conquest/ Invasion</p> 