



History Year Group Curriculum Overview

Autumn

Spring

Summer

Historical Threads

Substantive Concepts- First order concepts

Migration	Childhood	Civilisations	Justice and Equality	Leaders & Pioneers	Trade
Why have people travelled to new places or countries?	How have 'childhood' experiences and children's ways of life differed over time?	What similarities and differences have we noted between different civilisations?	How and why have people fought for justice and equality in the past?	How have leaders and people in positions of power influenced cultures and changed ways of life?	How has trade helped to change and develop our local communities over time?

Disciplinary Concepts – Second order concepts

Change and Continuity	Sources and Evidence	Historical Significance	Historical Interpretations	Similarity and Difference	Causes and Consequences
How historians construct arguments about the nature, pace, and extent of change in the past	How historians use sources as evidence to answer a question	How historians and others attribute significance to past events or people, deeming them worthy of study or attention	How historians construct their accounts of the past, including how and why these differ	How historians construct arguments about the extent of similarity and difference between places, people and groups in the past	How historians construct arguments about the causes and consequences of events

EYFS experiences

ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.

Our Home Town

SC: Civilisations

DC: Sources and Evidence

What can I find out about my hometown?

Link to KS1/GFOL- local bakery, fire station, firemen

Immersive Experience: visitors and a local walk

ELG: Talk about the lives of the people around them and their roles in society.

Family History:

SC: Childhood

DC: Historical significance

What toys did my grandparents play with as children?

Immersive Experience: school toy museum with staff toys then pupil toys

Suggested texts:

The Toymaker by Waddell Martin

Dogger by Shirley Hughes.

ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Welcoming Others/ Hospitality

SC: Migration

DC: Historical significance

How long have my family lived in Thornton?

Why did they move here?

Link to KS2 Local history study (Migration)

Immersive Experience: talking homework

Suggested texts: 'Welcome' by Barroux.

'Coming to England' by Floella Benjamin

	ELG: Talk about the lives of the people around them and their roles in society. <u>People who help us, e.g., Head teachers</u> SC: Power & Leadership DC: Sources and Evidence How have our head teachers helped our school and our pupils? Immersive Experience: headteacher talk/go in to Forest School with the children	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Ella Fitzgerald/ Black History</u> SC: Justice and Equality DC: Causes Why did Ella have to be so brave? Suggested texts: Little People Big Dreams Books/ YouTube videos Link to Beatrix Potter/Benjamin Zephaniah	ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Traditional Tales / Stories linked to trade</u> SC: Trade DC: Similarities and differences How and why have people traded in stories? Suggested texts: Jack & The Beanstalk The Elves and the Shoemaker <i>This website contains a collection of related resources for role play and small world:</i> https://www.earlylearninghq.org.uk/stories/ Link to KS1 local studies
Willow Class (Year 1)	NC: Events beyond living memory that are significant nationally or globally. SC: Civilisation DC: <u>Cause</u> (and consequences) <u>Great Fire of London</u> What features of London, a long time ago, might have helped cause The Great Fire of London? Link to EYFS Our hometown	NC: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of lives in different periods. SC: Leaders and pioneers DC: Historical significance <u>George Stephenson</u> How did George Stephenson's inventions improve life for the citizens of Britain? Link to people who help us and toys (changes/ developments to one particular aspect of lie) Immersive Experience: Visit to Ribble Steam Railway Museum	NC: Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. SC: Trade DC: Change and continuity <u>The development of Fleetwood</u> Has Fleetwood always been a fishing port? Link to EYFS (changes) and Great Fire of London (cause/consequence) Suggested texts: Baker by the Sea by Paula White Immersive Experience: Visit to Fleetwood Museum. Meeting Fishermen

Maple Class (Year 2)	NC: Significant historical events, people and places in their own locality. SC: Civilisation DC: Historical significance <u>Remembering local soldiers</u> Why is it important to remember our local soldiers? Links to prior learning: personal experience/families Immersive Experience: Visit to local cenotaph	NC: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of lives in different periods. SC: Justice & equality DC: Historical significance <u>Beatrix Potter and Benjamin Zephaniah</u> - Have budding authors always been treated equally? - How do the lives of two authors compare? - How can fame help you to achieve success in other areas? Links to prior learning: Ella Fitzgerald and George Stephenson Resource: Film - Miss Potter (2006)	NC: Significant historical events, people and places in their own locality. SC: Trade DC: Historical significance <u>Thornton Windmill</u> (Local study) Why was the windmill an important building for Thornton? Person: Mr Ralph Slater Place: Thornton Windmill Event: The development of Thornton Links to prior learning: the development of Fleetwood Immersive Experience: Visit to Fleetwood Windmill
Oak Class (Year 3)	NC: Changes in Britain from the Stone Age to the Iron Age SC: Childhood DC: change and continuity <u>Stone Age to Iron Age</u> How did life change for British children in prehistory? (From hunter-gatherers to early farmers/ tool development) Links to prior learning: family history and the concept of childhood Suggested texts: Mo's Best Friend – A Stone Age Story by Bridget Marzo	NC: A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China; and Ancient Egypt) SC: Civilisations DC: sources and evidence <u>Ancient Civilisations</u> What could we learn about Ancient Civilisations from the tombs and monuments they have left behind? Links to Stone Age to Iron Age developments, cenotaph	NC: A depth study of Ancient Egypt SC: Civilisations DC: sources and evidence <u>Ancient Civilisations (inc. Ancient Egypt)</u> What does Tutankhamun tomb reveal about Ancient Egyptian royal burials? Links to prior learning: Ancient Civilisations Immersive Experience: Visit to Liverpool Museum

Rowan Class (Year 4)	NC: a local history study SC: migration DC: causes <u>Migration to Britain</u> - Where do my family come from? Why did they move to Thornton? - Why have migrants chosen to come to Britain? Links to prior learning: family history and the concept of migration Suggested texts: Windrush Child by Benjamin Zephaniah Immersive Experience: Visitors and talking homework	NC: The Roman Empire and its impact on Britain SC: migration DC: Sources and evidence, <u>Roman Ribchester</u> - What have the various discoveries and excavations revealed about life in Roman Ribchester? - What role did the fort at Ribchester play in helping maintain and consolidate Roman rule in Lancashire? Links to prior learning: Stone Age to Iron Age developments Suggested texts: Roman Boy by Tony Bradman Immersive Experience: Visit to Ribchester Museum	NC: Britain's settlement by Anglo-Saxons and Scots SC: migration DC: sources and evidence <u>Sutton Hoo</u> What can we learn about the Anglo-Saxons from the discoveries at Sutton Hoo? Links to prior learning: Roman impacts on Britain Suggested texts: Anglo Saxon Boy by Tony Bradman
		NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor SC: migration DC: historical interpretations <u>The Vikings</u> Is it fair to describe all Vikings as brutal invaders? Links to prior learning: Romans and Anglo-Saxons Resource: Romans, Anglo-Saxons and Vikings timeline Suggested texts: The Chessmen Thief by Barbara Henderson	

Beech Class (Year 5)	NC: A non-European society that provides contrasts with British history: Maya civilisation c. AD 900. SC: civilisation DC: sources and evidence <u>Maya monuments</u> What do ancient monuments reveal about life in Ancient Maya? Link to prior learning: Ancient Civilisations Immersive Experience: VR Headsets	NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world. SC: leadership, DC: similarity and difference <u>Ancient Greece – life, achievements and it's legacy.</u> - How did leadership styles differ between Ancient Athens and Sparta? - As a society, how have we been influenced by Athenian democracy? Links to prior learning: Maya, Roman influences on Britain Suggested Texts: <i>The Wolf-Girl, the Greeks and the Gods: a Tale of the Persian Wars</i> by Tom Holland and Jason Cockcroft	NC: A study of an aspect or theme in British history <i>that extends pupils' chronological knowledge</i> beyond 1066 e.g. a turning point in British history SC: childhood DC: change and continuity <u>Thematic study beyond 1066- Education</u> - How has school education changed over time? - Who was educated in the past? - Has school always educated all children? Links to prior learning: Maya, Roman influences on Britain Immersive Experience: Lancaster Victorian school experience
Sycamore (Year 6)	NC: A study of an aspect or theme in British history <i>that extends pupils' chronological knowledge</i> beyond 1066 e.g. a turning point in British history SC: Justice and equality DC: Historical interpretations <u>Guy Fawkes – the man who came within a whisker of changing England forever.</u> - Why do accounts about Guy Fawkes differ so widely? - Was Guy Fawkes an honourable man? Links to prior learning: Beatrix Potter, historical interpretations - Vikings Suggested texts: <i>Black Powder</i> by Ally Sherrick	NC: A local history study SC: Trade DC: Sources and evidence <u>Transport developments in Thornton</u> Why were improvements needed to transport in Thornton and what difference did these make? Links to prior learning: George Stephenson, Victorian seaside and Thornton Windmill Suggested Text: <i>Wrong Tracks</i> by Sarah Brownrigg Immersive Experience: Visit to Thornton train station and visit from Wyre & Fylde Railway Society	NC: A study of an aspect or theme in British history <i>that extends pupils' chronological knowledge</i> beyond 1066 e.g. a turning point in British history SC: childhood, migration DC: causes <u>Evacuee experiences in Britain:</u> - What caused the mass evacuation of children during WW2? - What was life like for children during WWII? Link to prior learning: Romans, Anglos-Saxons and Vikings (Migration) Suggested Text: <i>Goodnight Mister Tom</i> by Michelle Magorian

	Additional connected Text: Where the heart should be by Susan Crossman (Irish Potato famine/ Revolt & Rebellion/ Catholicism/ Justice & Equality)		Immersive Experience: Visit to Lancashire Archives
Our history long-term plan is based around the National Curriculum. Units are supported by material selected from the Historical Association's scheme of work, Primary History Magazine, BBC Teach, The English Heritage Website, Thinking History and support from Lancashire Consultants.			

Due to previously having mixed aged classes, the year 4 units will be taught to both the year 4 and year 5 classes in 2025-2026.

This will ensure the children have studied a breadth of National and Global history,
during their time in key stage two at Thornton Primary School.

In subsequent years, each class will cover the corresponding units for their year group.